DOCUMENT RESUME

ED 292 968 CE 049 895

TITLE	Adults Managing the Learning Process. Educational Development Task #2. Technical Report.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Nov 85
NOTE	253p.; For related documents, see CE 049 890-894.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Adult Development; *Adult Learning; *Adult Vocational Education; Educational Research; Postsecondary Education; *Student Motivation; *Withdrawal (Education)

ABSTRACT

This document presents research findings for the second task in the Appalachian Educational Laboratory's Lifelong Learning Program which addresses the adult vocational development process-managing the learning process. Section I presents data collection procedures and demographic information on the target group of adults at two community colleges. Section II is an analysis of the interviews. Findings are discussed by two major categories: barriers to managing the learning process and facilitators to managing the learning process. Section III analyzes daily logs kept by sample student populations. It covers the specific activities reported by students and identifies the critical factors affecting adult learning on an individual basis by sex group and institution. Section IV presents findings of classroom observations conducted to develop descriptions of the typical learning situations encountered by adults returning to school. Section V analyzes results of a survey to identify factors related to adults withdrawing from school. Section VI is a research summary. It also covers the specific task 2 interventions that appear to be most appropriate for development and validation: professional development, orientation program, reading level analysis, career resource center, and progress monitoring system. Instruments and data tables are appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EDUCATIONAL DEVELOPMENT TASK #2:
ADULTS MANAGING THE LEARNING PROCESS

Technical Report

November 1985

Walter W. Adams, Project Director

Lifelong Learning Program
Appalachia Educational Laboratory
Post Office Box 1348
Charleston, West Virginia 25325

The project presented or reported herein was performed pursuant to one or more contracts and/or grants from the National Institute of Education, U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Appalachia Educational Laboratory or the National Institute of Education, and no official endorsement by the Appalachia Educational Laboratory or the National Institute of Education should be inferred.

The Appalachia Educational Laboratory, Inc., is an Equal Opportunity/ Affirmative Action Employer.

TABLE OF CONTENTS

Page

SECTION I: DEMOGRAPHIC ANALYSIS OF THE TARGET POPULATION FOR THE STUDY OF EDUCATIONAL DEVELOPMENT TASK #2: ADULTS MANAGING THE LEARNING PROCESS 1

Target Group Identification 1
Target Group Characteristics 3
Age 3
Academic Status 4
Credit Hours Enrolled 10
Financial Aid 13
Developmental Courses 16
Changes in Majors 26
Summary 28

SECTION II: INTERVIEWS 33

INTRODUCTION 33
Context of the Study 33
ANALYSIS OF ADULT INTERVIEWS 34
Introduction 34
Barriers to Managing the Learning Process 35
Economic Impediments 35
Home and Family Impediments 39
Travel and Transportation Impediments 46
Unique Personal Problems 48
Impediments Related to the Absence of Personal Goals 51
School Adjustment Problems 52
Classroom Impediments: Teachers, Instruction, and Learning Materials 61
Institutional Level Impediments 70
Facilitators to Managing the Learning Process 75
Economic Facilitators 76
Home and Family Facilitators 77
Personal Goal Facilitators 80
Facilitators Involving the Ability to Adapt to School 84
Classroom Facilitators: Teachers, Instruction, and Learning Materials 89
Institutional Level Facilitators 94
Interview Summary 97

TABLE OF CONTENTS (Continued)

	Page
SECTION III: DAILY LOG REPORT	101
INTRODUCTION	101
Subjects Participating in Daily Log Data Collection	101
Characteristics of Sample Population	102
ACC Females (N=14)	102
ACC Males (N=3)	104
SVCC Females (N=14)	104
SVCC Males (N=4)	104
ANALYSIS OF DAILY LOGS	104
Time Spent in Class and Class Preparation	105
Time Spent in School Travel	105
Time Spent in Home and Child Care	105
Time Spent in Social and Recreational Activities	106
[illegible]e Spent in Paid Employment	106
MAJOR CATEGORIES OF TIME EXPENDITURES	107
Class and Class Preparation	107
ACC Males (N=3)	113
SVCC Males (N=4)	113
SVCC Females (N-14)	113
ACC Females (N=14)	114
School Travel	115
Location - SVCC	118
Service Region - SVCC	118
Location - ACC	120
Service Region - ACC	120
Campus Layout - ACC	120
Daily Travel	122
Home and Child Care	123
ACC Females (N=14)	123
SVCC Females (N=14)	124
ACC Males (N=3)	126
SVCC Males (N=4)	126
Social and Recreational Activities	127
ACC Males (N=3)	128
SVCC Males (N=4)	129
ACC/SVCC Females (N=28)	129
Paid Employment	130
SVCC Females (N=14)	131
SVCC Males (N=4)	131
ACC Females (N=14)	131
ACC Males (N=3)	132

TABLE OF CONTENTS (Continued)

Page

SECTION III: DAILY LOG REPORT (Continued)

IMPEDING FACTORS: ANALYSIS OF STUDENTS WHO DID NOT MANAGE LEARNING 133
ACC Females (N=14) 135
SVCC Females (N=14) 135
ACC Males (N=3) 136
SVCC Males (N=4) 136
FACILITATING FACTORS: ANALYSIS OF STUDENTS WHO SHOWED ABILITY TO MANAGE LEARNING 137
ACC Females (N=14) 137
SVCC Females (N=14) 139
SVCC Males (N=4) 140
SUMMARY 141

SECTION IV: CLASSROOM OBSERVATIONS 143

Introduction 143
Class Selection 144
ACC Sample Selection 144
SVCC Sample Selection 146
Observation Log 148
Management Mode 152
Informational Mode 152
Illustrative Mode 152
Interrogative Mode 152
Interactive Mode 152
Recitational Mode 152
Independent Study Mode 153
Digressive Mode 153
Evaluative Mode 153
Nonclass Time Mode 153
Observation Procedures 154
Time Analysis of Communication Modes 155

SECTION V: WITHDRAWAL STUDENT SURVEY 159

INTRODUCTION 159
Basic Concerns Identified by Adult Students Who Returned to School and Withdrew 159

TABLE OF CONTENTS (Continued)

Page

SECTION V: WITHDRAWAL STUDENT SURVEY (Continued)

Reasons for Entrance and Withdrawal Given by ACC Students . . . 160
Withdrawal Questionnaires 160
Telephone Interviews 161
Reasons for Entrance and Withdrawal Given by SVCC Students . . 162
Withdrawal Questionnaires 162
Telephone Interviews 165
Withdrawals Due to Cancellation of Classes 167
Impeding Factors Based on Telephone Interviews 167
Facilitating Factors Based on Telephone Interviews 169
SUMMARY 171

SECTION VI: RESEARCH SUMMARY AND PRELIMINARY THINKING ON INTERVENTIONS FOR TASK #2 173

Introduction 173
Interview Analysis 174
Classroom Observations 176
Daily Diaries 177
Preliminary Findings for Task #2 178
Educational Importance 179
Interventions 179
Professional Development 180
Orientation Program 180
Reading Level Analysis 181
Career Resource Center 181
Progress Monitoring System 181
Conclusion 182
References 183

LIST OF FIGURES

1: Schedule Card 145
2: Classroom Observation Log 149

LIST OF TABLES

1: Relationship of Task #2 Barriers and Facilitators to Managing the Learning Process 99
2: Characteristics of Sample Population 103
3: Summary of Average Daily Time Spent in Major Activities During Week and Weekend (ACC) 108
4: Summary of Average Daily Time Spent in Major Activities During Week and Weekend (SVCC) 109
5: SVCC Females (N=6) Who Did Not Register or Return Winter Quarter and Who Registered and Withdrew 134

LIST OF CHARTS

1: Age Characteristics of Target Groups for ACC and SVCC 4
2: Academic Status of ACC Target Group 4
3: Academic Status of SVCC Target Group 6
4: Target Population - Total by Major for ACC 8
5: Target Population - Total by Major for SVCC 9
6: Credit Hours Taken by Target Group for ACC and SVCC 11
7: Credit Hours Attempted for ACC and SVCC 12
8: Credit Hours Summary for ACC 12
9: Credit Hours Summary for SVCC 13
10: Number of Aid Programs Per Adult for ACC 14
11: Number of Aid Programs Per Adult for SVCC 14
12: Students on Specific Aid Programs for ACC 15
13: Students on Specific Aid Programs for SVCC 16
14: Enrollment by Developmental Course for ACC 18
15: Enrollment in Number of Developmental Courses for ACC 18
16: Summary of Developmental Course Enrollment by Major for ACC 20
17: Grades Made in Developmental Courses for ACC 21
18: Enrollment by Developmental Course for SVCC 22
19: Enrollment in Number of Developmental Courses for SVCC 23
20: Female Enrollment in Developmental Courses by Major for SVCC 24
21: Male Enrollment in Developmental Courses by Major for SVCC 24
22: Grades Made in Developmental Courses for SVCC 25
23: Adult Grades by Developmental Courses for SVCC 26
24: Changes in College Majors for ACC 27
25: Changes in College Majors for SVCC 27
26: Academic Status Summary for ACC 29
27: Academic Status Summary for SVCC 29

LIST OF CHARTS (Continued)

		Page
28:	Grade Point Average Summary for ACC	30
29:	Grade Point Average Summary for SVCC	30
30:	Adult Population Completion Rates for ACC	31
31:	Adult Population Completion Rates for SVCC	31
32:	Summary of Average Daily Hours Per Student - ACC Females	110
33:	Summary of Average Daily Hours Per Student - ACC Males	110
34:	Summary of Average Daily Hours Per Student - SVCC Females	111
35:	Summary of Average Daily Hours Per Student - SVCC Males	111
36:	Weekday Time Expenditures for Selected Students	112
37:	Weekday Time Expenditures by School/Sex	112
38:	Summary of Time Spent - Class and Class Preparation	115
39:	Summary of Time Spent - School Travel	123
40:	Summary of Time Spent - Home and Child Care	127
41:	Summary of Time Spent - Social and Recreational Activities	130
42:	Summary of Time Spent - Paid Employment	132
43:	Summary Time Analysis of Communication Modes for 12 Sets of Classroom Observations	157

APPENDICES

A: Daily Log Form and Instructions
B: Personal Data Tables
C: Time Expenditure Charts
D: Information from Personal Interview Tables
E: Revised Classroom Observation Log
F: Time Analysis of Communication Mode Charts
G: Withdrawal Student Questionnaire and Summary of Findings
H: Telephone Interview Questionnaire

SECTION I: DEMOGRAPHIC ANALYSIS OF THE TARGET POPULATION FOR THE STUDY OF EDUCATIONAL DEVELOPMENT TASK #2: ADULTS MANAGING THE LEARNING PROCESS

This section presents the data collection procedures and demographic information generated on the target group of adults at the Ashland Community College (ACC) and Southwest Virginia Community College (SVCC) by the Appalachia Educational Laboratory (AEL) Lifelong Learning Program (LLP). The sample of adult students studied for Educational Development Task #2 was drawn from this population. The target group of adults was selected based upon the following criteria:

- twenty years of age or older at the time they started school;
- no prior postsecondary educational experience; and
- enrolled for at least two courses for five credit hours or more.

The general procedures and instruments used in the study of task #2 were developed and pilot tested in the fall of 1982 during the context analysis phase. The procedures and instruments were refined prior to the problem investigation phase of the study which occurred during the fall of 1983. The following data describe the target population from which the sample was selected and described in other sections of this report.

Target Group Identification

The ACC target group of adults for task #2 was identified at the start of the fall semester of 1983. Work on the selection of the target group at SVCC began at the start of the fall quarter, September 27, 1983, and due to institutional constraints the sample selection was not finalized until mid-

October. This meant that class observations at SVCC had to start prior to finalizing the sample of adults to be studied. The initial selection of classes was, therefore, based upon earlier work during the context analysis phase of the LLP which was based upon knowledge LLP staff had of adults and the initial courses they select in starting school. Class observations were started early in the term at both research sites because it was felt that understanding the initial experiences of adults in school would be an essential part of the data collection. Specific subject courses as well as general orientation classes and programs were selected for observation.

A striking comparison exists between the two research sites in the process of selecting the classes to be observed. The target group and sample selection at ACC were completed immediately after the close of registration. This was possible because of the convenient access to registration and enrollment data and the ability to manually organize these data and identify the adults that met project criteria. Subsequent "drop/add" and "withdrawal" data affected the data on the target group and sample, but these data were incorporated and the sample adjusted as the project progressed. However, at SVCC, there was not the convenient access to registration and enrollment data at the close of registration. This was due to the fact that the registration and class schedule data were bound into four alphabetically arranged notebooks that were constantly in use by the Admissions Office staff. They used these books during the first two weeks of school to enter schedule changes and withdrawals. This was caused by a policy change for the fall quarter that resulted in tuition charges being made on a per credit basis rather than the previous fixed rate for 12 credit hours or more. This new policy meant additional paperwork for schedule change transactions, where

Educational Development Task #2:
Adults Managing the Learning Process

November 1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M Slack

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Appalachia Educational Laboratory

1031 Quarrier Street / P.O. Box 1348 / Charleston, West Virginia 25325 / 304-347-0400

BEST COPY AVAILABLE

equal credit substitutions did not apply, to provide refunds or make additional charges. After the final day of schedule changes, the SVCC Admissions Office initiated, on AEL's behalf, a request for a computer report to identify the adult target group for task #2. Generating the report took several days, but in the end provided a basis for identifying the adult target population and selecting the adult sample. The class observation schedule that had been followed was then modified to ensure more complete coverage of classes in which the required sample sizes of adults were enrolled.

Target Group Characteristics

Age

A summary of adult student characteristics for the target group at ACC and SVCC has been prepared to describe the populations being studied in more detail. The ACC target group is made up of 189 adults entering school for the first time. This group consists of 114 females and 75 males making up 60.3 and 39.7 percent of the total population. The SVCC target population consists of 154 adults of which 101 or 66 percent are females and 53 or 34 percent are males. The average age of the ACC and SVCC groups are 28.53 and 29.61 years respectively. The mean age difference between females and males at the respective research sites are: females are an average of 1.5 years older than males at ACC while males average .5 years older than female at SVCC (see Chart 1 on page 4). The majority of adults (+1 Standard Deviation) at both institutions falls between 21-36 years of age.

Chart 1
Age Characteristics of Target Groups for ACC and SVCC

	Target Group N	(%)	Mean Years Old	Standard Deviation
Ashland Community College				
Female	114	(60.3)	29.06	7.71
Male	75	(39.7)	27.42	6.59
Total	189	(100)	28.53	7.44
Southwest Virginia Community College				
Female	101	(66)	29.45	6.86
Male	53	(34)	29.90	8.87
Total	154	(100)	29.61	7.61

Academic Status

The academic status of the target groups covers the full range of programs offered at each research site. The target group at ACC is distributed over available programs as follows in Chart 2.

Chart 2
Academic Status of ACC Target Group
N=189 (100%)

	Target Group N	(%)	Major Decided N	(%)	Major Undecided N	(%)	No Degree Plans N	(%)
Associate Degree Programs								
Female	87	(46.1)	68	(35.9)	5	(2.6)	14	(7.4)
Male	37	(19.6)	24	(12.7)	10	(5.3)	4	(2.1)
Total	124	(65.7)	92	(48.6)	15	(7.9)	18	(9.5)
Baccalaureate Programs (Transfer)								
Female	21	(11.1)	16	(8.5)	5	(2.6)		
Male	29	(15.3)	24	(12.7)	4	(2.1)		
Total	50	(26.4)	40	(21.2)	9	(4.7)		
No Program or Major Listed								
Female	6	(3.1)						
Male	9	(4.8)						
Total	15	(7.9)						

Adults enrolled in the Associate Degree programs may be classified as occupationally oriented. This group totals 124 adults or 65.7 percent of the ACC target group. The 50 adults enrolled in the Baccalaureate programs, or 26.4 percent of the target groups, are divided between an occupational orientation (elementary or secondary education, engineering, etc.) or a more general career orientation (chemistry, biology, computer science, etc.). A small group designated as "No Program or Major Listed" is composed of individuals taking courses of specific interest and those with incomplete records as a result of the current registration.

These data are consistent with data developed on the prior group of adults studied for task #1 who stipulated employment improvement as the primary reason for returning to school.

It is important to note (Chart 2), in relation to the specific employment emphasis for the target group, that the combined undecided categories of adults for both the Associate Degree programs and the Baccalaureate programs is 24 (15 and 9 respectively) and amounts to 12.6 percent or approximately one-eighth of the target group.

The SVCC target group is distributed over a wider range of programs than the ACC group. This is because SVCC offers the one year certificate program. The adult target group at SVCC is distributed as follows in Chart 3 on page 6.

The analysis for SVCC is the same as for ACC as far as occupational or general career orientation is concerned. An important difference between research sites in academic status lies in the fact that SVCC has no formal classification for "undecided." The few adults that may fit this classification are found in the General Curriculum. The size of this group at SVCC,

Chart 3
Academic Status of SVCC Target Group
N=154 (100%)

	Target Group N	(%)
Associate Degree Programs (Occupational and Technical)		
Female	32	(20.8)
Male	17	(11.0)
Total	49	(31.8)
Baccalaureate Programs (Transfer)		
Female	44	(28.6)
Male	8	(5.1)
Total	52	(33.7)
Certificate (One Year and Career Advancement)		
Female	24	(15.6)
Male	22	(14.3)
Total	46	(29.9)
General Curriculum (Undecided)		
Female	1	(.6)
Male	6	(3.9)
Total	7	(4.5)

however, is very small or 4.5 percent of the target group. The explanation for this is probably the fact that SVCC prefers to avoid the traditional "undecided" classification and has organized their Student Development Services to help adults make more specific educational choices. The capability of accomplishing this becomes apparent in making an organizational comparison between ACC and SVCC professional staff responsibilities and assignments. ACC has a single administrator for both Student Services and Admissions, while SVCC has one administrator for each of these. The Coordinator of Admissions and Records at SVCC reports to the Dean of Studeuts who directs the Student Services, but is responsible for both operations.

ACC has no other professional staff for Admissions which amounts to a one-half time administrator in Admissions. SVCC, on the other hand, has one-half time and the one full-time administrator plus an additional professional in the Admissions Office.

In Student Services, ACC has a one-half time administrator and two counselors. The counselors have a wide range of responsibility in addition to providing career counseling for adults. SVCC has a full-time administrator and five counselors to handle the same range of responsibility. SVCC, with only a slightly larger enrollment, has 266 percent more staff than ACC in Student Services.

An analysis of the target groups at both schools by enrollment in specific majors shows that adults are engaged in a wide range of preparation options. This includes 30 different classifications at ACC and 25 at SVCC. Specific enrollment data for each research site are summarized in Charts 4 and 5, pages 8 and 9.

With regard to specific program enrollments, concentrations of adult students can be found at each school. At ACC 66 percent of the target group, or all program enrollments with over 5 percent of target group, are enrolled in six program categories that include undecided adults. Only three of these--Pre-Nursing, Business Management, and Computer Science--are definite majors. Although SVCC has a better distribution of adults across majors, 51 percent of the target group, or all program enrollment with over 5 percent of target groups, are in seven majors.

A point of special interest is the Nursing programs at both schools operate on a selective admissions basis. The SVCC Science major (1880) is equivalent to the Pre-Nursing major (6208) at ACC. The only difference is

Chart 4
Target Population - Total by Major for ACC

Major Core	Major	Target Group			% Target Group
		F	M	T	
6208	Nursing Assoc. Degree	45	4	49	25.9
6000	Correctional Institute	-	22	22	11.6
5800	No Degree Plans	13	4	17	9.0
4980	Undecided - Baccalaureate	7	6	13	6.9
5700	Undecided - Associate	7	6	13	6.9
0701	Computer Science	3	8	11	5.8
5004	Mgt. Tech. - Business	7	4	11	5.8
0506	Business Administration	5	2	7	3.7
5005	Secretarial Admin.	7	-	7	3.7
5208	Nursing	5	1	6	3.2
5801	Major Not Listed	2	2	4	2.1
0802	Elementary Education	2	1	3	1.6
0803	Secondary Education	1	2	3	1.6
5002	Accounting Tech.	2	1	3	1.6
Dev	Developmental Curriculum	1	2	3	1.6
4981	Major Not Listed	1	1	2	1.1
0908	Civil Engineering	-	2	2	1.0
0175	Pre-Veterinary Science	1	-	1	.5
0401	Biology	-	1	1	.5
0502	Accounting	1	-	1	.5
0873	Special Education	1	-	1	.5
1213	Dental Hygiene	1	-	1	.5
1905	Chemistry	-	1	1	.5
1914	Geology	-	1	1	.5
2104	Social Work	1	-	1	.5
2207	Political Science	-	1	1	.5
2208	Sociology	-	1	1	.5
4920	Pre-Medicine	-	1	1	.5
4930	Pre-Pharmacy	-	1	1	.5
5072	Real Estate	1	-	1	.5
5309	Civil Engineering Tech.	-	1	1	.5
	TOTALS	114	76	190	100.1

Chart 5
Target Population - Total by Major for SVCC

Major Core	Major	Target Group			% Target Group
		F	M	T	
1880	Science	26	4	30	19.1
6209	Data Processing	9	4	13	8.3
1699	General Studies	9	3	12	7.6
4218	Clerical Studies	11	-	11	7.0
6203	Accounting	9	1	10	6.4
6276	Secretarial Science	10	-	10	6.4
4995	Welding	-	8	8	5.1
4997	Mine Machinery Mainten.	1	7	8	5.1
1625	Education	7	-	7	4.5
4634	Child Care	7	-	7	4.5
6941	Electronic/Elec. Tech.	2	4	6	3.8
6998	Mining Technology	-	6	6	3.8
4204	Financial Services	5	-	5	3.2
4948	Electronic Servicing	-	5	5	3.2
1213	Business Administration	2	1	3	1.9
4463	Law Enforcement	-	3	3	1.9
4952	Machine Tool	1	2	3	1.9
4226	Banking	2	-	2	1.3
5028	General Curriculum	-	2	2	1.3
6212	Business Management	1	1	2	1.3
6464	Police Science	1	1	2	1.3
1648	Liberal Arts	1	-	1	.6
6921	Drafting and Design	-	1	1	.6
	TOTALS	104	53	157	100.7

that the SVCC Science major may have a few actual science majors enrolled along with the majority of enrollees who are hoping to be admitted to the Associate Degree Nursing program in 1985-86. The "Pre-Nursing" programs at both schools have the highest enrollments and are predominantly composed of females. This group of adults, along with new students not included in the target group (younger than 20 years of age) and students already attending both schools, constitute a rather long "waiting list." These potential Nursing students may be three to four times more than the number of acutal students that will be admitted to Nursing. First year Associate Degree Nursing students at SVCC (major 6156) do not include new adult students, therefore, the major is not listed for target group students on Chart 5. At ACC, the Nursing program (5208) on Chart 4 lists six adults, five females and one male, that were accepted directly into the Associate Degree program. This, however, represents only 10 percent of those who wanted Nursing at ACC. Those not admitted at both schools have been advised to enter "Pre-Nursing" or Science. This would provide them with an opportunity to raise their grade point averages to improve their competitive standing for admissions and/or to get some of the non-nursing requirements out of the way in the event they are selected at some later date. The Associate Degree Nursing program at both schools is organized around a two-year fixed lock-step curricula which virtually makes nursing, for the majority of adults, not a two-year program, but one that takes at least three or more years to complete.

Credit Hours Enrolled

The number of credit hours target group adults are taking varies somewhat for each research site. The ACC and SVCC summary is presented in Chart 6 on page 11.

Chart 6
Credit Hours Taken by Target Group for ACC and SVCC

	N	Average Credit Hours	Standard Deviation
Ashland Community College			
Female	116	10.50	3.41
Male	71	10.08	3.77
Total	187	10.32	3.56
Southwest Virginia Community College			
Female	101	11.66	4.60
Male	53	12.01	4.75
Total	154	11.78	4.66

The total number of hours taken by target group adults is higher at SVCC than at ACC. SVCC females are taking an average of one credit hour more than females at ACC and SVCC males are taking almost two credit hours more than males at ACC. One explanation for this is that over half of the students at SVCC are on financial aid which requires the recipients to be enrolled for at least 12 credit hours. This is partly because SVCC has a higher percentage of students on financial aid than at ACC. Over 55 percent (55.8) of SVCC target group students are enrolled for 12 or more credit hours as compared to 50 percent at ACC. This also correlates with the general economic and employment conditions found in southwest Virginia which are less favorable than those found in the eastern Kentucky and Ashland area. Specific credit hour enrollment data for ACC and SVCC are presented in Chart 7 on page 12.

The demographic charts (8 and 9) on pages 12 and 13 show a summary of credit hours for ACC and SVCC. The charts are broken down into credit hours attempted, credit hours earned, and credit hours withdrew, incomplete, or failed by male and female with the average for both.

Chart 7
Credit Hours Attempted for ACC and SVCC

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Ashland Community College																
F	2	25	9	4	11	13	2	9	6	6	0	3	1	0	0	0
M	0	25	0	2	12	5	2	8	2	0	4	3	1	0	0	0
T	2	50	9	6	23	18	4	17	8	6	4	6	2	0	0	0
Southwest Virginia Community College																
F	6	8	0	2	4	2	2	2	2	2	5	8	3	7	1	0
M	11	9	7	6	9	1	2	11	5	2	9	12	8	3	3	3
T	17	17	7	8	13	3	4	13	7	4	14	20	11	10	4	3

Chart 8
Credit Hours Summary for ACC

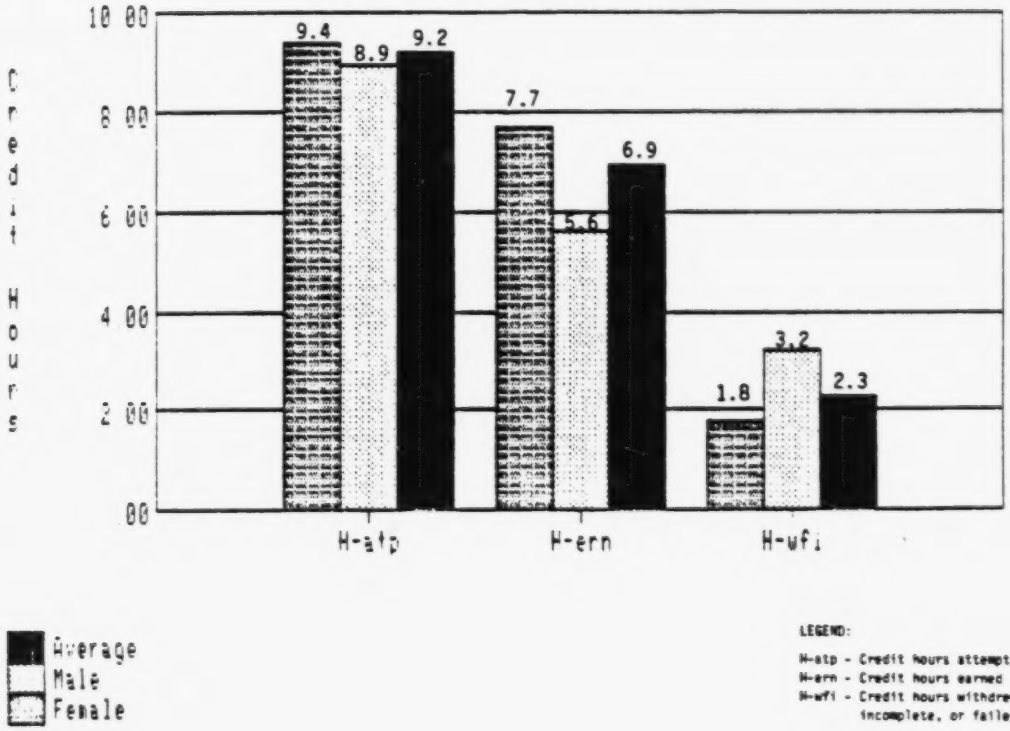
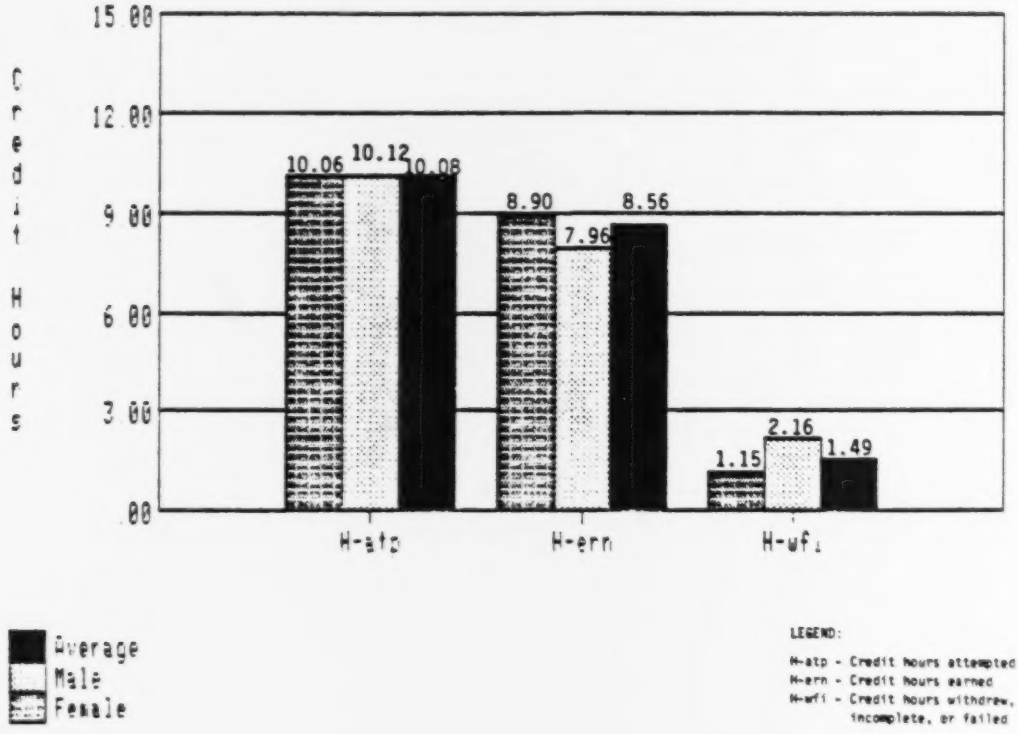


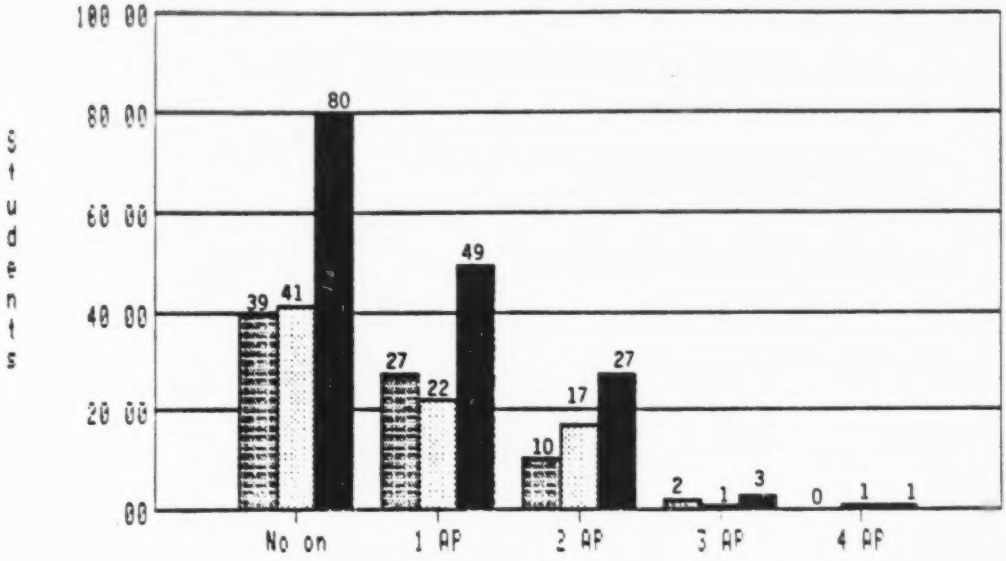
Chart 9
Credit Hours Summary for SVCC



Financial Aid

Members of the target population at both research sites were attending school with financial aid. Forty-two percent of the group at ACC and 46 percent at SVCC were on one or more financial aid programs. Charts 10 and 11 on page 14 show the number of adults on aid programs at each site plus the number of adults on more than one financial aid program. The adults on financial aid at ACC represent 34 percent of the female population and 54.6 percent of the males in the ACC target population.

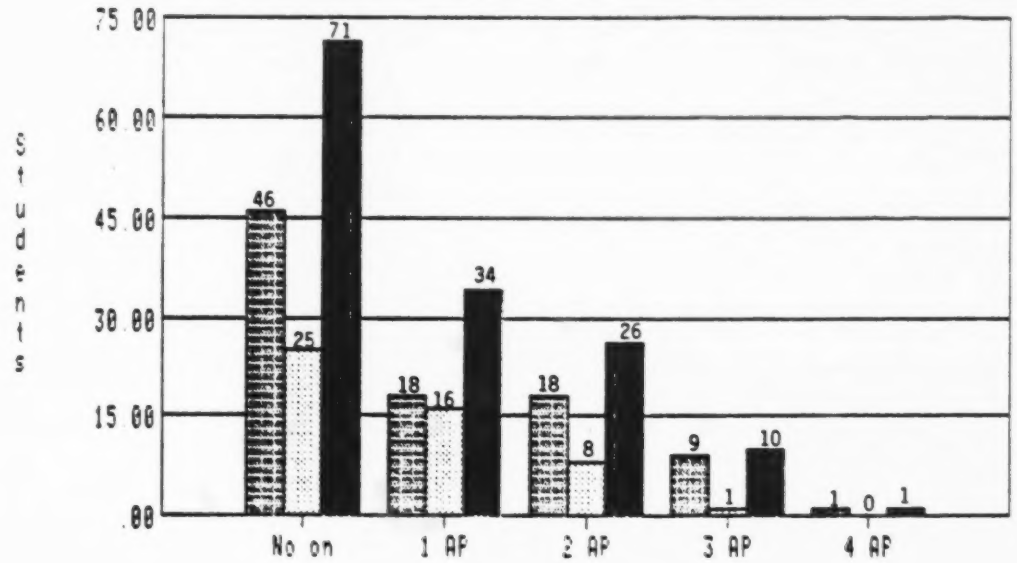
Chart 10
Number of Aid Programs Per Adult for ACC



Total
Male
Female

LEGEND:
No on - Total on financial aid
1 AP - One aid program
2 AP - Two aid programs
3 AP - Three aid programs
4 AP - Four aid programs

Chart 11
Number of Aid Programs Per Adult for SVCC



Total
Male
Female

LEGEND:
No on - Total on financial aid
1 AP - One aid program
2 AP - Two aid programs
3 AP - Three aid programs
4 AP - Four aid programs

The SVCC data on financial aid is somewhat different. About the same percentage of adults are on financial aid or 47 percent at SVCC as compared to ACC's 42 percent. The percentage of males and females on aid at SVCC is also about equal (47.2 percent and 45.5 percent respectively). The ratio remains the same even though the number of females in the target group is twice that of the males.

Adults at both sites were on a variety of different programs. Charts 12 and 13 (pages 15 and 16) show the number of males, females, and total number of adults on specific aid programs.

Chart 12
Students on Specific Aid Programs for ACC

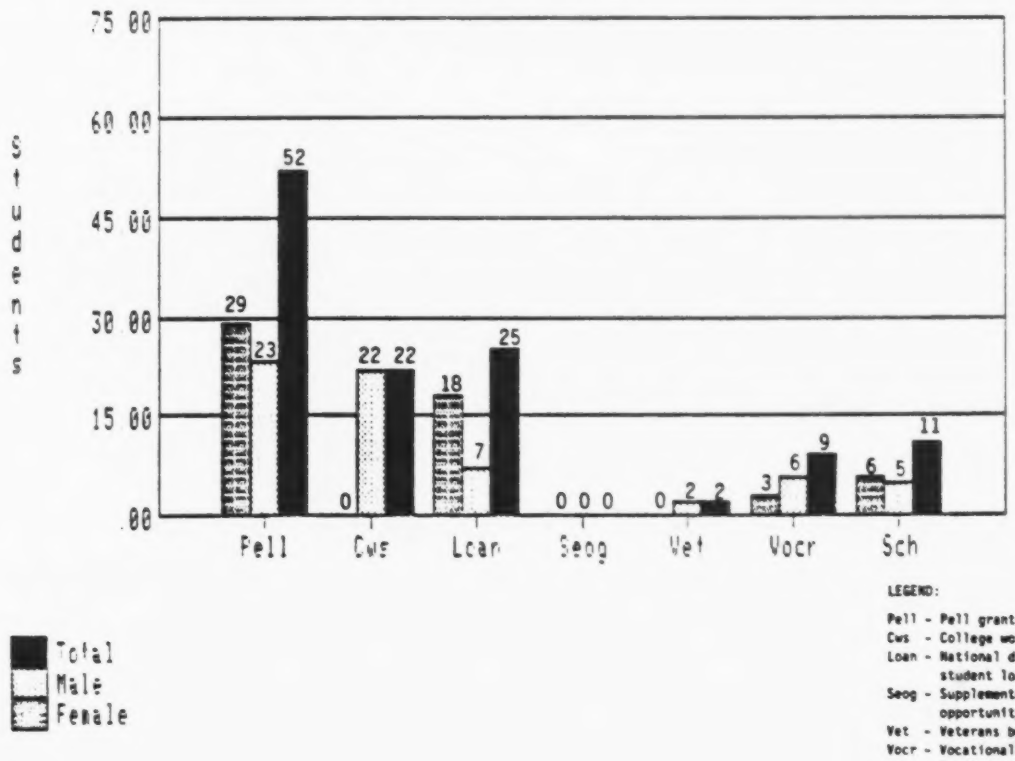
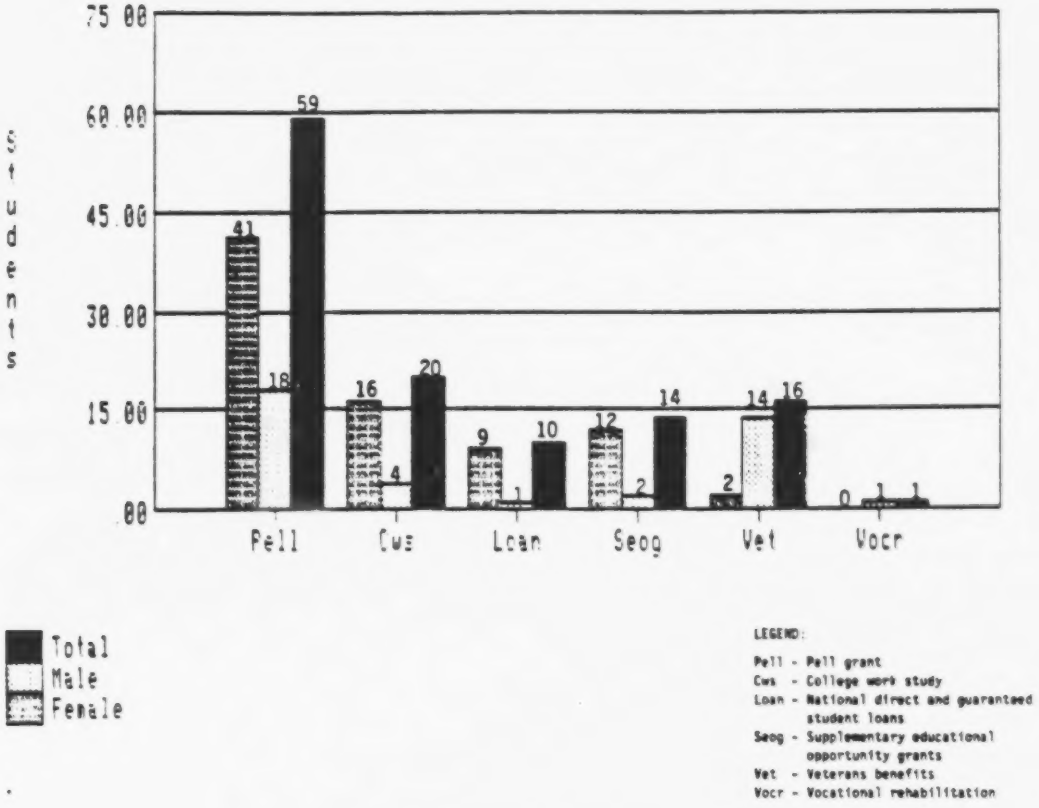


Chart 13
Students on Specific Aid Programs for SVCC



Developmental Courses

Developmental courses are offered at both research sites and have as their objective assisting students in bringing up their language and mathematics skills to be able to function at the 13th grade level. Developmental courses do not carry college credit and are graded at ACC on a pass-fail (P or F) basis and at SVCC satisfactory-repeat-unsatisfactory (S, R, or U) providing the student at either site does not get an incomplete or withdraw to get a I or W grade.

Twenty-nine percent of the overall target population at both research sites were enrolled in developmental courses. At ACC 22.8 percent of the target group were enrolled in four developmental courses. Course descriptions for these courses are in the 1983-84 Community College System College Catalog. They are as follows:

ACC College Catalog 1983-84
Developmental and Orientation Courses (page 80)

DRE 011 Orientation to College Mathematics (3)
A course designed to increase the student's understanding and manipulative skills in arithmetic, algebra, and geometry. He is advised to enter the course on the basis of classification test scores or recommendation of his faculty adviser. Three hours weekly. Pass/fail only.

DRE 012 Writing Laboratory (1)
The writing laboratory is designed to supplement all composition classes by providing special assistance to the individual student in those areas in which he reveals special needs in relation to composition work. Attendance is compulsory for students assigned to the laboratory on the basis of specific writing deficiencies exhibited in their first themes. Pass/fail only.

Communications (page 77)

CMS 018 Effective Reading (2)
Effective Reading is a course designed to give the associate degree student training and practice in reading and comprehending the several kinds of levels of materials that he will be expected to read both as a student and as a technical and/or semi-professional employee. Offered on a pass-fail basis only.

CMS 019 Advanced Reading (2)
Advanced Reading is a continuation of Effective Reading and is designed to provide continued training and practice in those skills initiated in Effective Reading. Offered on a pass-fail basis only.

Enrollment at ACC in these courses for the target population is shown in Chart 14 (page 18). The total of 43 adults constituted 54 enrollments in these four developmental courses. These data are displayed in Chart 15 (page 18).

Chart 14
Enrollment by Developmental Course for ACC

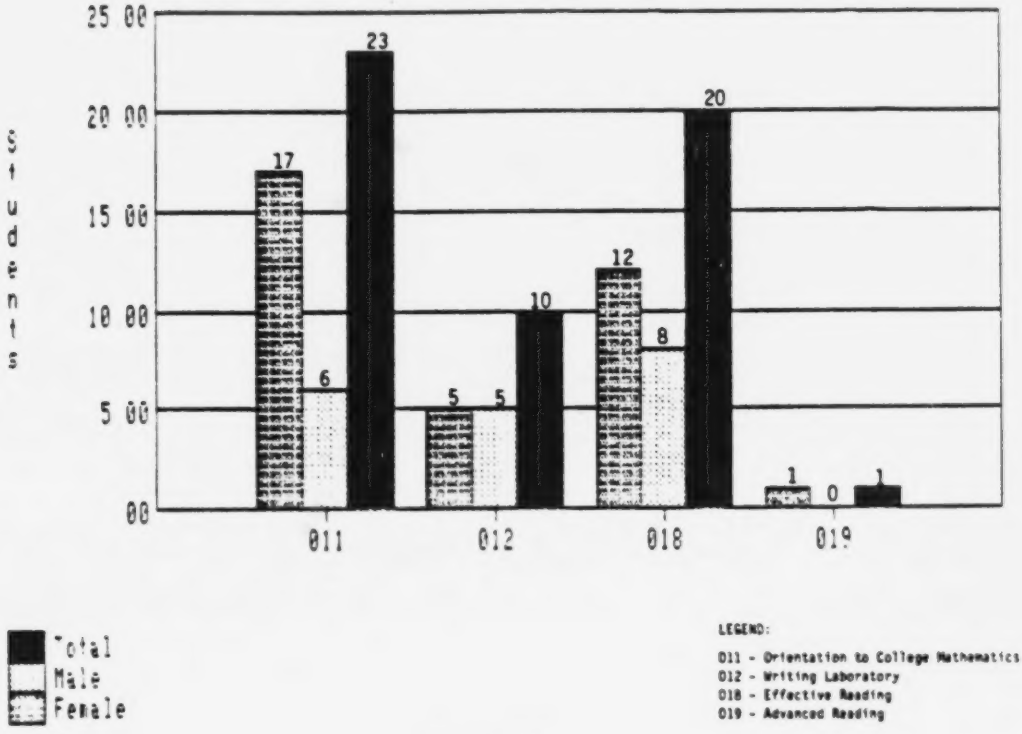
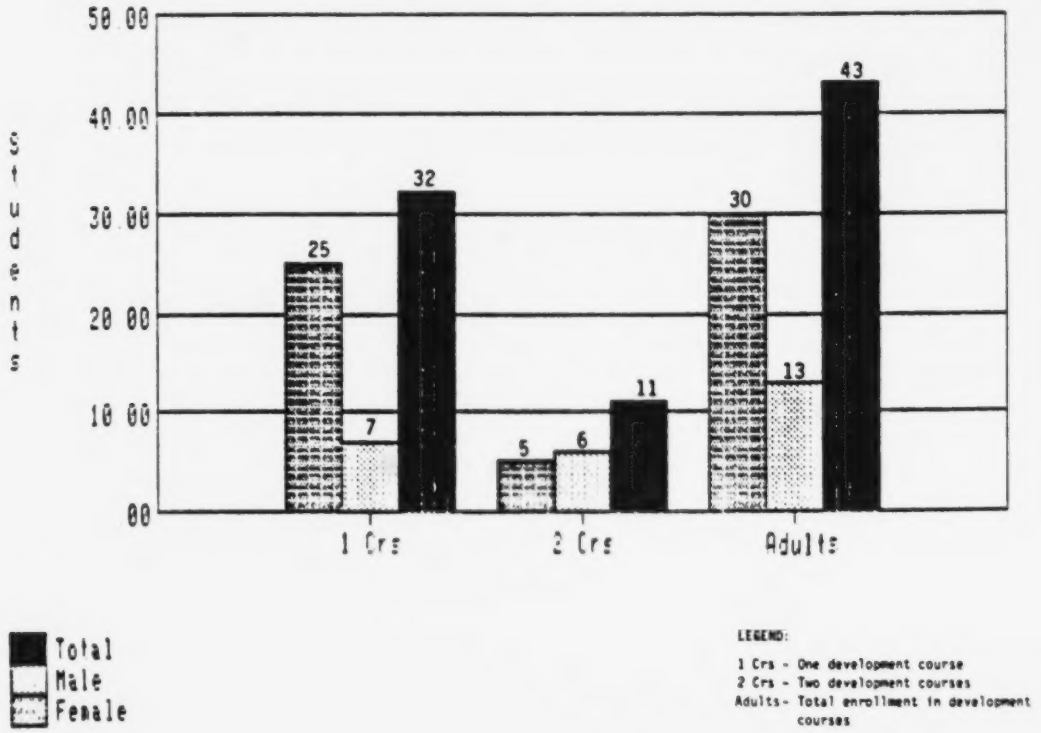


Chart 15
Enrollment in Number of Developmental Courses for ACC

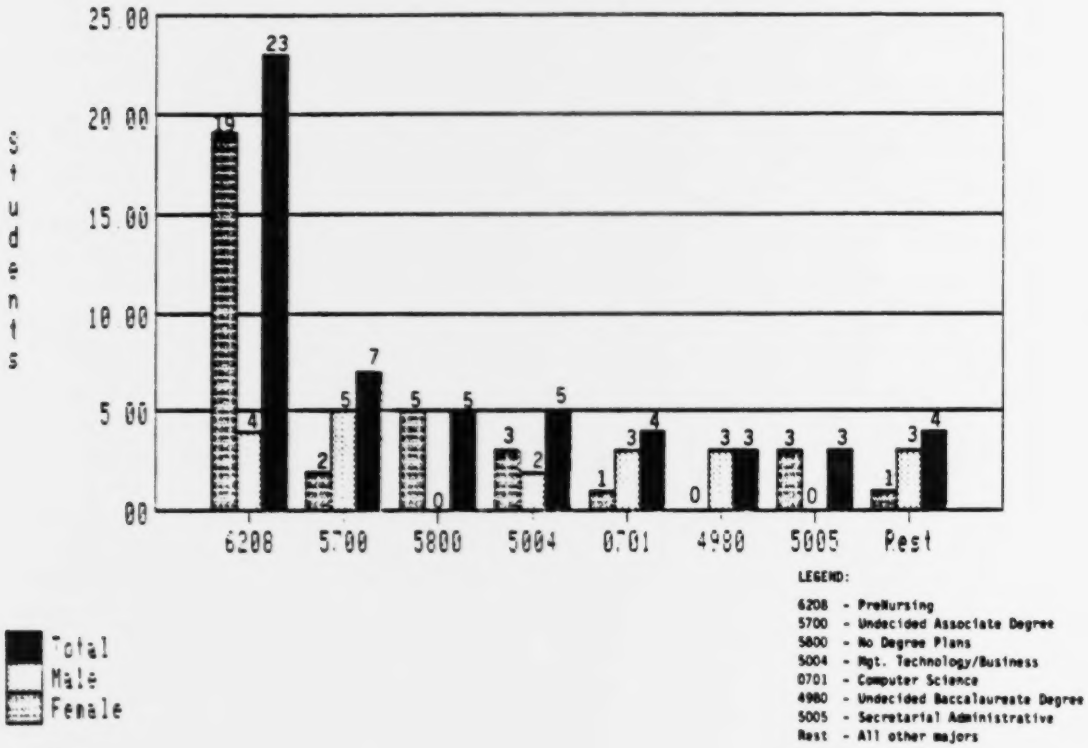


Academic advising procedures at ACC recommend that each enrollee in Developmental English (012 Writing or 018 Reading) also enroll in English 101-13 Freshman Composition Developmental. Seven members of the adult target population were also enrolled in this course.

The number of ACC students enrolled in Developmental English courses is far below the number recommended. Many students are reluctant to use their time to take extra courses or to take courses for which there is no college credit. The chairman of the English department at ACC indicates that more than 50 percent of the incoming students that take the Nelson-Denny Reading test during Orientation score below the 12th grade level and are recommended to take CMS 018 Effective Reading. Only 10 percent of the adult target population complied with this recommendation leaving 40 percent or more of the adults returning to school, especially those with an extended break in their educational experiences, with reading skills below the 12th grade. Chart 15 shows that of the 43 students enrolled in developmental courses 13 were male and 30 were female.

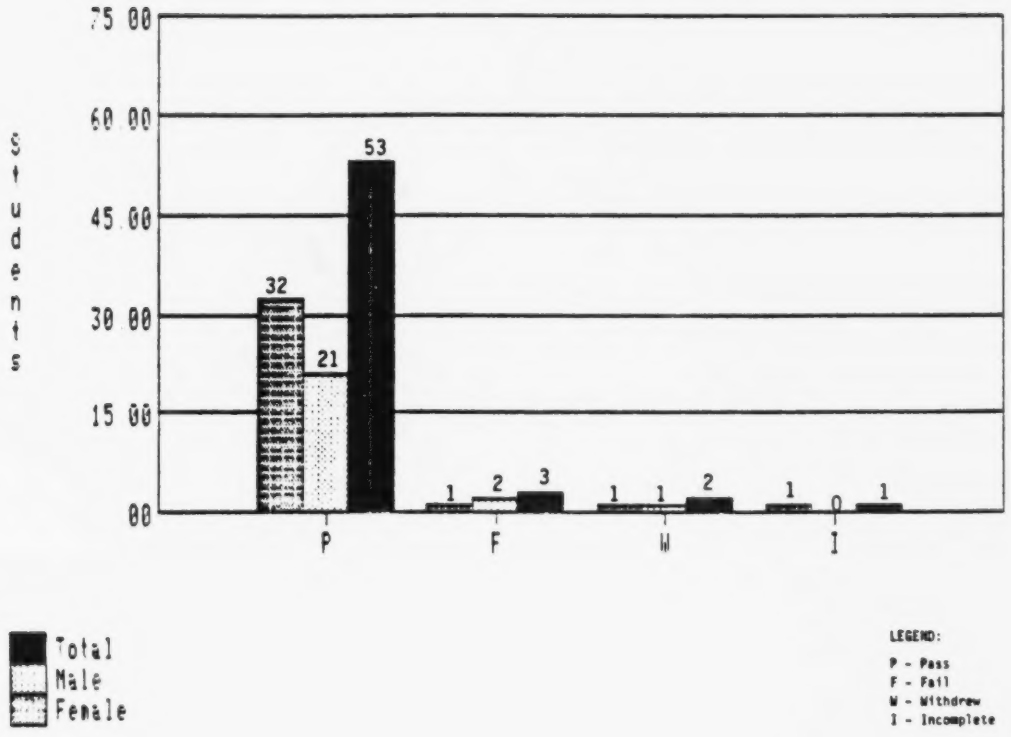
Chart 16 (page 20) presents the enrollments in developmental courses by major. More than half (53.5 percent) of the developmental course enrollees at ACC were in major 6208 or Pre-Nursing. These students were predominantly female and not necessarily "developmental." They are for the most part individuals that were not accepted directly into the Nursing curriculum due to the limited number of openings each year. There is intense competition for these openings so these individuals take courses to improve their competitive standing for admission to Nursing in subsequent admission cycles. The remaining 20 developmental course enrollees are distributed over six or more other majors.

Chart 16
Summary of Developmental Course Enrollment by Major for ACC



The grades made in these developmental courses at ACC are shown in Chart 17 (page 21). The data show that 89 percent of the target population in developmental courses received a grade of "P" or Pass. Subsequent investigation revealed that of 59 students who enrolled in 018 Effective Reading and who received a P grade only 31 or 52 percent had actually made sufficient progress to be able to leave the developmental reading course. The remaining 48 percent received a P grade but were advised to continue in developmental reading programs. Only a limited number of "F" or Fail grades were given to individuals who had not completed the required reading or tests required for this course. Nine adults from the target population were among the students involved in this review process and although all nine had "P" grades three of them received recommendations to continue in the reading course.

Chart 17
Grades Made in Developmental Courses for ACC



Over 40 percent (40.3) of the SVCC target population was enrolled in developmental courses. The course descriptions for these courses are found in the SVCC College Catalog and are as follows:

SVCC College Catalog 1983-84
English (page 167)

ENGL 01 Verbal Studies Laboratory (1-5 cr.)
A foundation course in composition designed for students who need help in all areas of writing to bring their proficiency to the level necessary for entrance into their respective curriculums. Emphasis on individualized instruction. Students may re-register for this course in subsequent quarters as necessary until the course objectives are completed. Variable hours.

ENGL 08 Reading Improvement (1-5 cr.)
A foundation course using modern techniques, equipment, and materials to increase the student's comprehension, skill, and speed in reading. Students may re-register for this course in subsequent quarters as necessary until the course objectives are completed. Variable hours.

Mathematics (page 184)

Math 05 Basic Arithmetic (1-5 cr.)
A developmental course in review of arithmetical principles and computations, designed to develop the mathematical proficiency necessary for selected curriculum entrance. Students may re-register for this course in subsequent quarters as necessary until the course objectives are completed. Variable hours.

Math 06-07 Basic Algebra I-II (1-5 cr.)
A developmental course in review of algebra, designed to develop the mathematical proficiency necessary for selected curriculum entrance. Students may re-register for this course in subsequent quarters as necessary until the course objectives are completed. Variable hours.

The target population at SVCC enrolled in these developmental courses is shown in Chart 18 below. A total of 39 adults were enrolled in 62 developmental courses. Data on multiple enrollment are shown in Chart 19 on page 23.

Chart 18
Enrollment by Developmental Course for SVCC

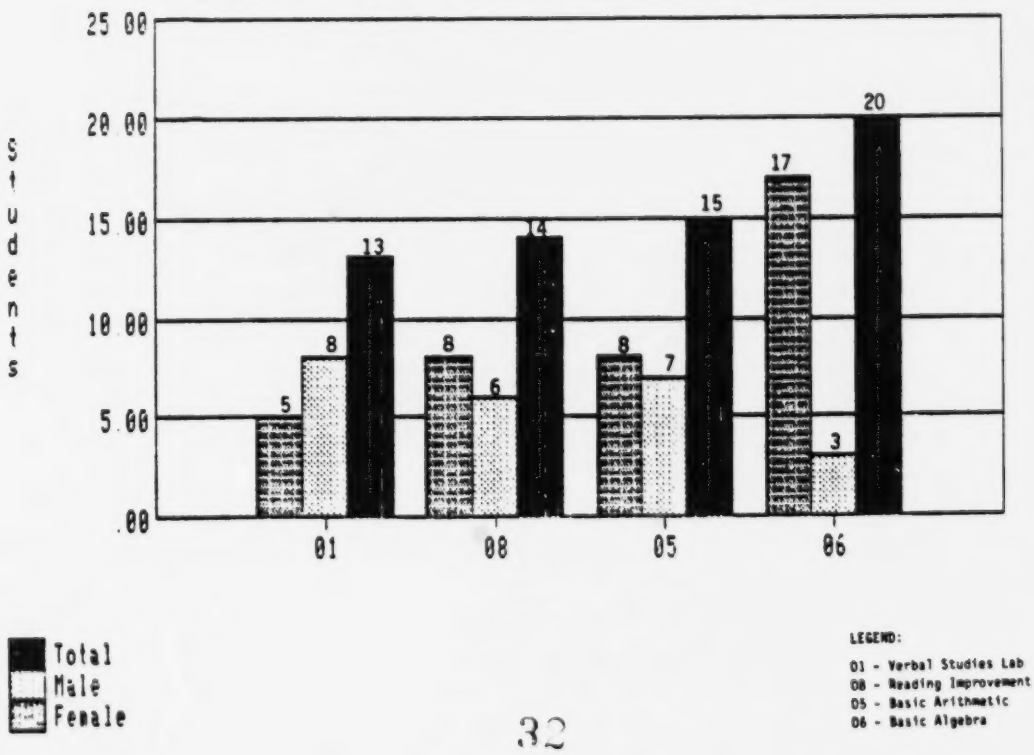
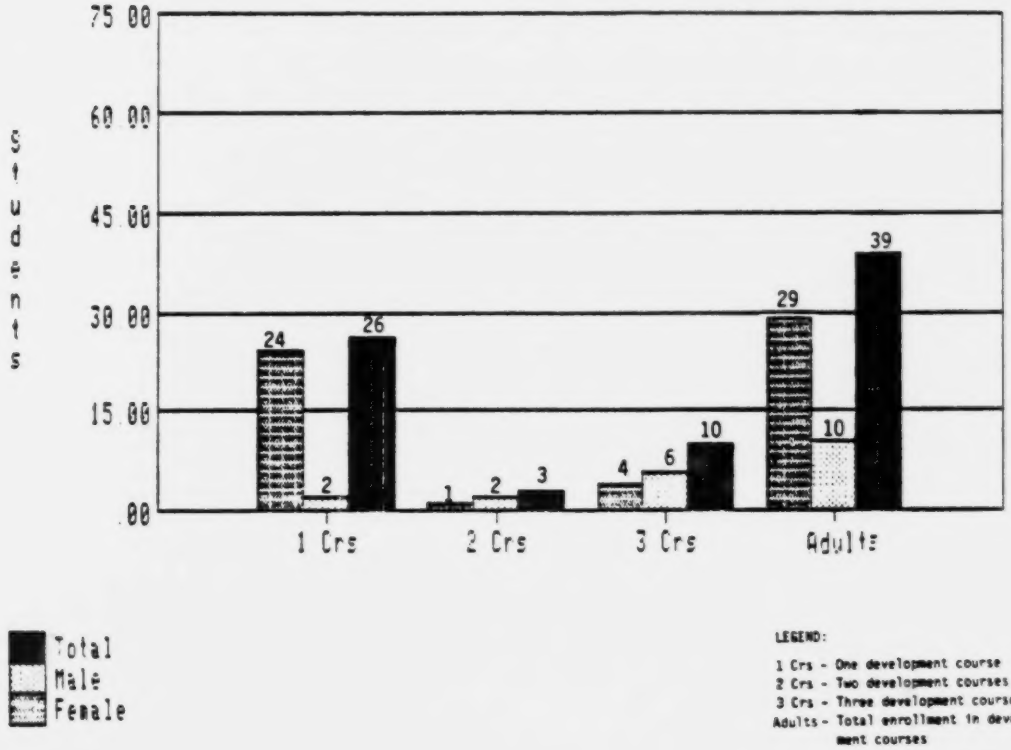


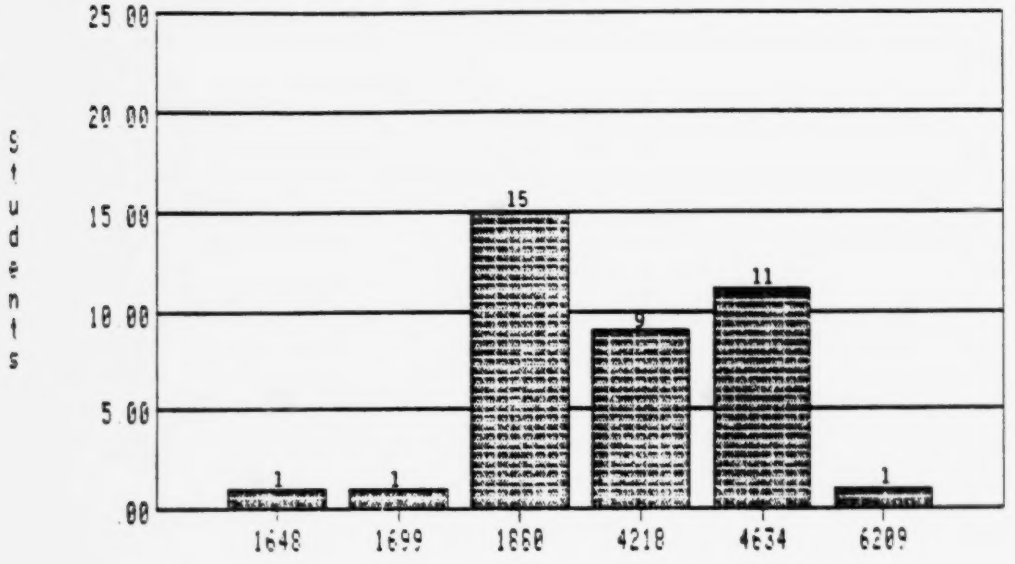
Chart 19
Enrollment in Number of Developmental Courses for SVCC



. Sixty-two percent are females, most of whom are enrolled in developmental math courses, while 38 percent are males enrolled predominantly in developmental English courses.

Charts 20 and 21 (page 24) show enrollments of the target population by major. The highest percentage of females was enrolled in the Science curriculum (1880) which, like ACC 6208, is composed largely of Pre-Nursing students or adults not accepted directly into the Nursing program. In this instance all 15 1880s are in Developmental Math, of which 14 are in Basic Algebra. Males were divided by major as follows: 66 percent in one-year certificate programs (4948, 4952, 4995, and 4997); 25 percent in the General Curriculum (5028); and only 8 percent in the two-year Associate Degree program Police Science (6464).

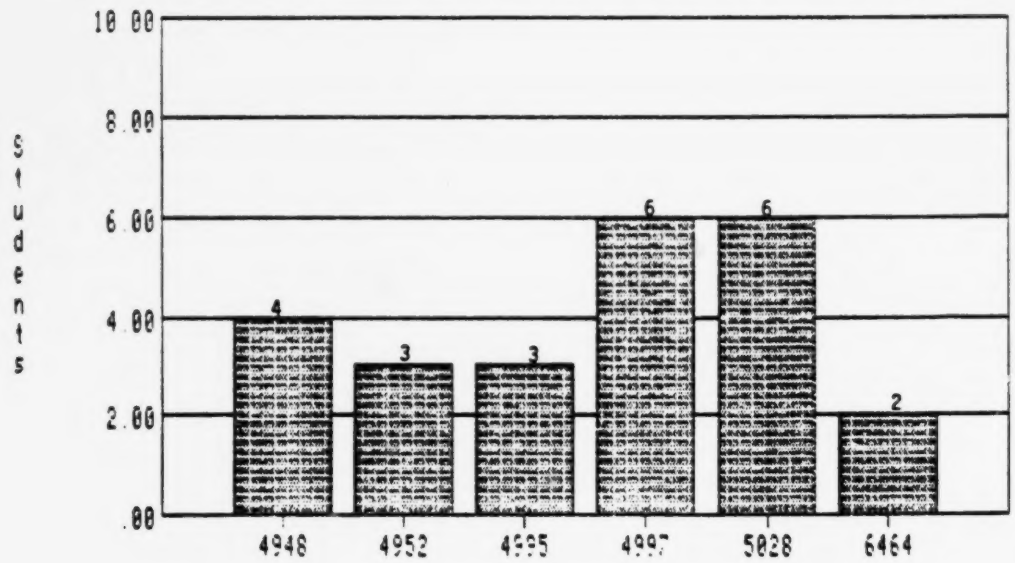
Chart 20
Female Enrollment in Developmental Courses by Major for SVCC



LEGEND:

1648 - Liberal Arts
1699 - General Studies
1880 - Science
4218 - Clerical Studies
4634 - Child Care
6209 - Data Processing

Chart 21
Male Enrollment in Developmental Courses by Major for SVCC



LEGEND:

4948 - Electronic Servicing
4952 - Machine Tool
4995 - Welding
4997 - Mine Mach. Maintenance
5028 - General Administration
6464 - Police Science

The grades made in these developmental courses at SVCC are shown in Chart 22 below. It is important to note that only 29 percent received a grade of "S" or satisfactory while 52 percent received a grade of "R" and are required to repeat the developmental course. For example, of the 14 in the Science curriculum (Pre-Nursing), 57 percent or eight persons are required to repeat Introduction to Algebra. The grades made by course for the SVCC target group are shown in Chart 23 on page 26.

Chart 22
Grades Made in Developmental Courses for SVCC

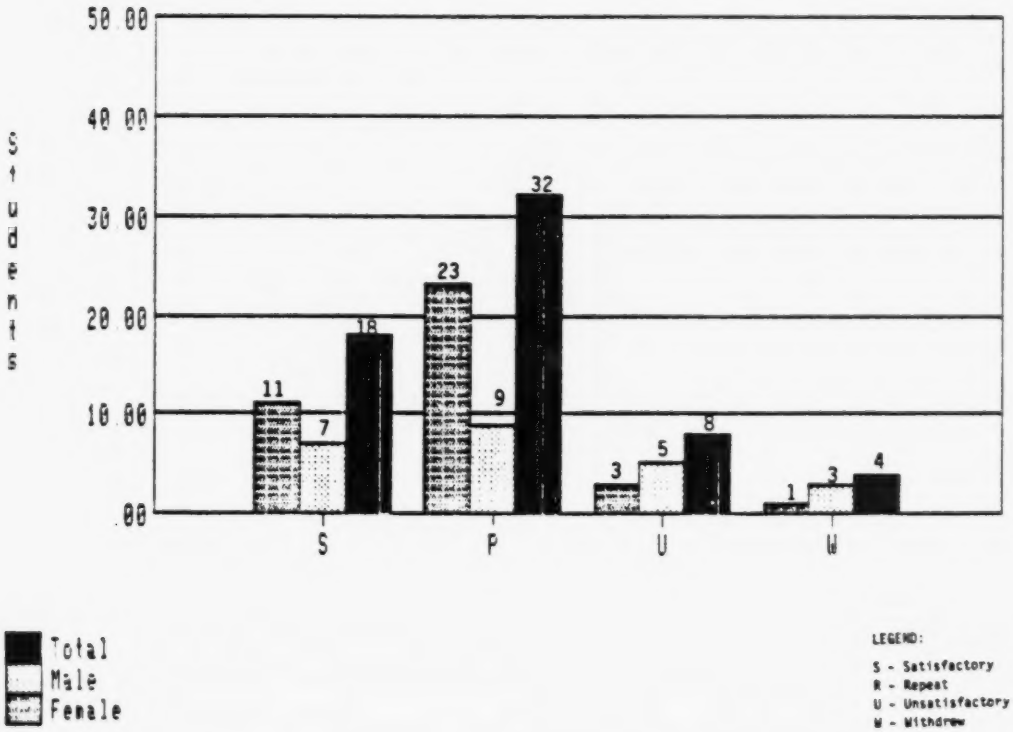
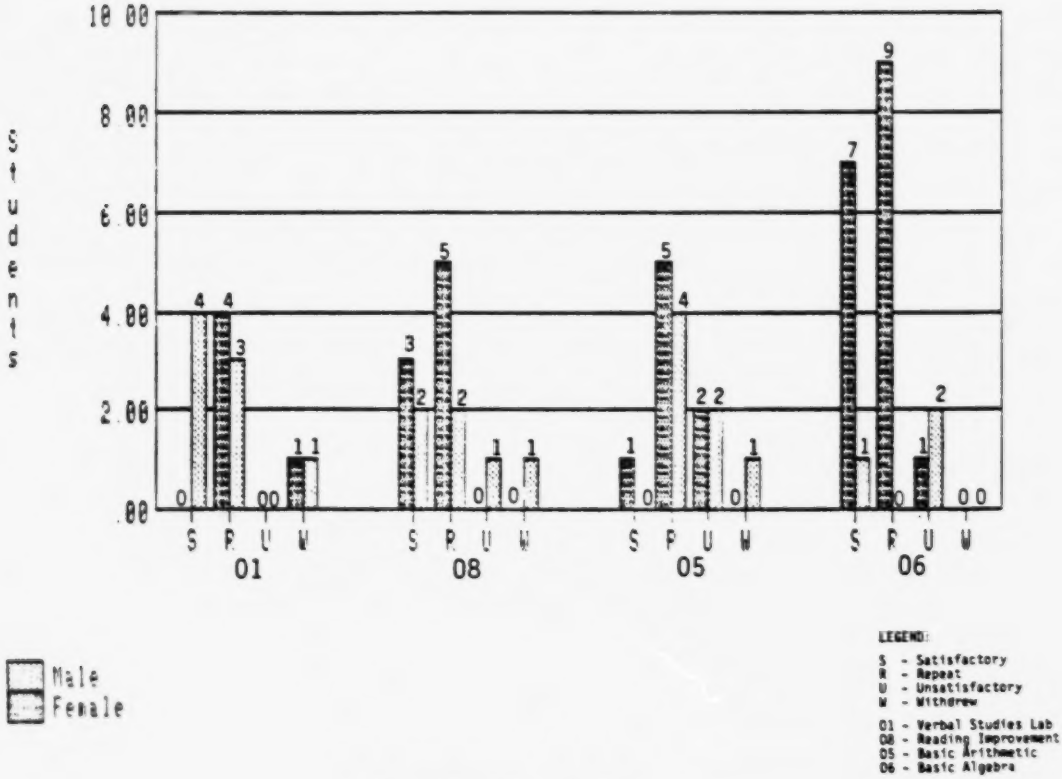


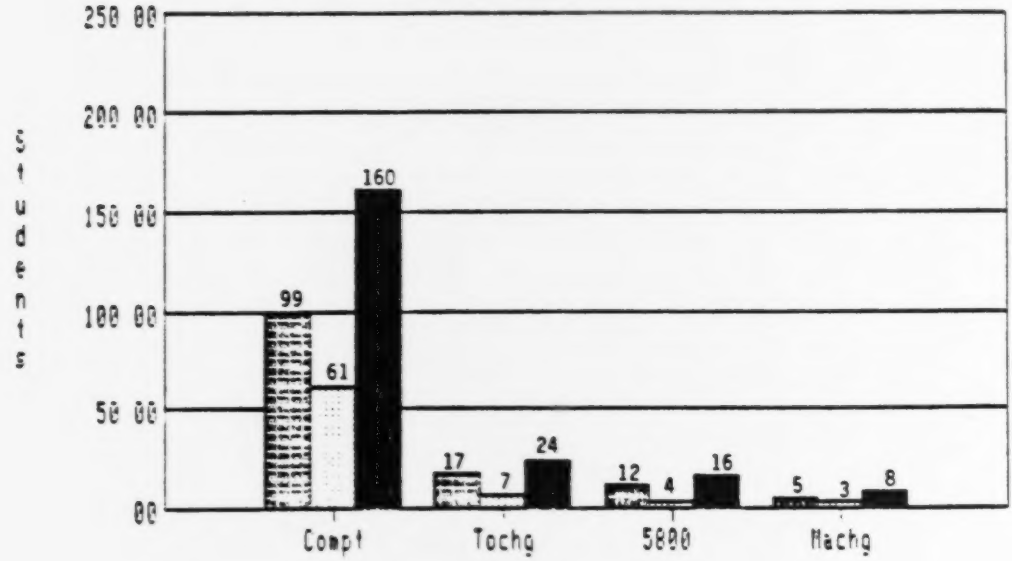
Chart 23
Adult Grades by Developmental Courses for SVCC



Changes in Majors

During the first term in school the adult population that survived or completed the term, 15 percent of the ACC and 15 percent of the SVCC population changed majors (see Charts 24 and 25 on page 27). At ACC, 16 of the 24 who actually changed moved from Undecided (5800) to a specific major while eight students changed from one major to another. Fifteen of the 22 SVCC adults who changed moved from one major to another while only seven moved from a category equivalent to Undecided (Restricted Enrollment or General Curriculum) to a specific major.

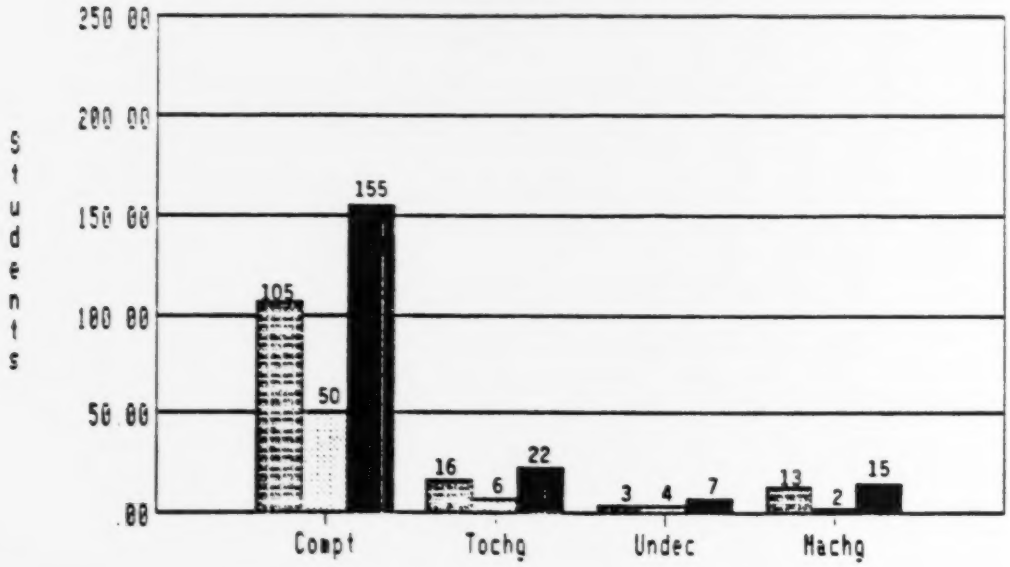
Chart 24
Changes in College Majors for ACC

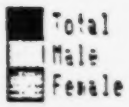


LEGEND:

Compt - Complete fall term
Tochg - Total number changing major
5800 - Change from undecided to major
Machg - Change from one major to another

Chart 25
Changes in College Majors for SVCC





LEGEND:

Compt - Complete fall term
Tochg - Total number changing major
Undec - 5029 Restricted Enrollment (5)
5024 General Curriculum (2) to specific major
Machg - Change from one major to another

Summary

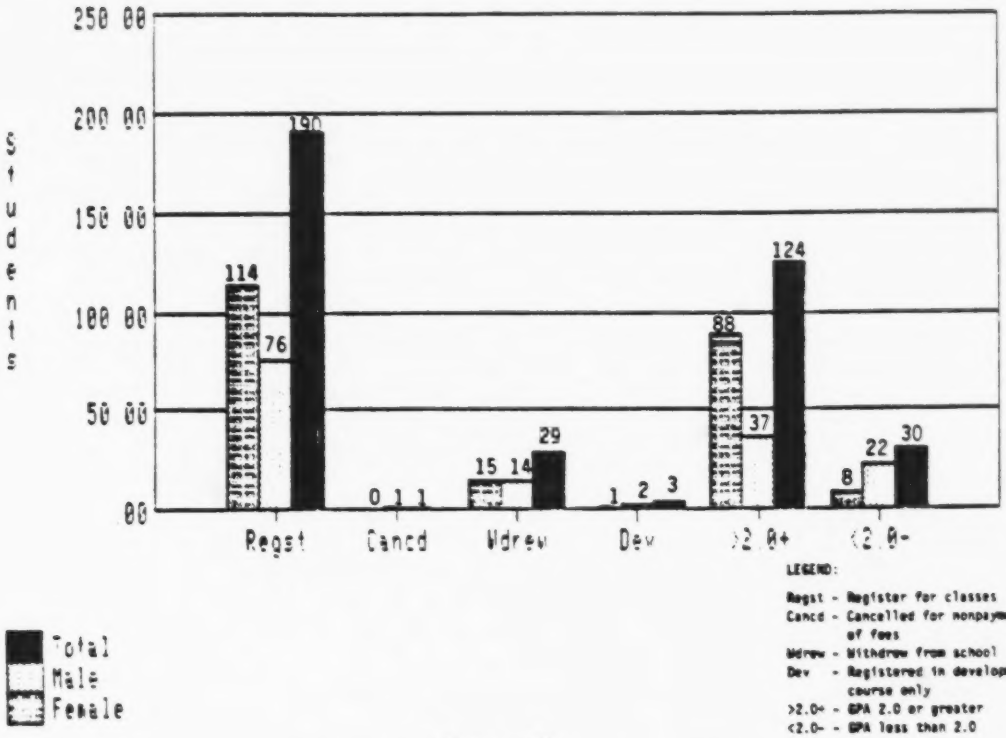
The academic status of the target population at each research site at the conclusion of the first term is shown in Charts 26 and 27 (page 29). Data show the following:

- Registered - The number of adults by sex who registered for classes at ACC 190 and SVCC 207.
- Cancelled - The number of adults by sex, who registered for classes, but were cancelled by the school--usually for nonpayment of fees. ACC cancelled one male while SVCC cancelled five females and 13 males or a total of 18 adults.
- Withdrew - The number of adults by sex who registered and paid fees or were on financial aid and then withdrew from all classes either prior to the end of the "drop and add" period or following it with the permission of their instructors to avoid receiving an F grade.
- Developmental Students - The number of adults by sex who were enrolled only in developmental courses and for who no college credit hours were earned during the term.
- Grade Point Average - The number of adults by sex who earned a GPA of 2.0 or more and those who earned less than a 2.0 GPA.

The GPAs for the total target population at both research sites are shown in Charts 28 and 29 (page 30). Total GPAs were based upon those grades that were posted at the end of the term and do not include "I" or incomplete grades that may have been changed to a letter grade at a later time.

The data on Charts 30 and 31 (page 31) show that for the fall 1983 adult population at both research sites there was a 35 percent loss of potential students between the time the application was submitted and registration. This group represents adults in Educational Development Task #1 "Making the Commitment to Return to School."

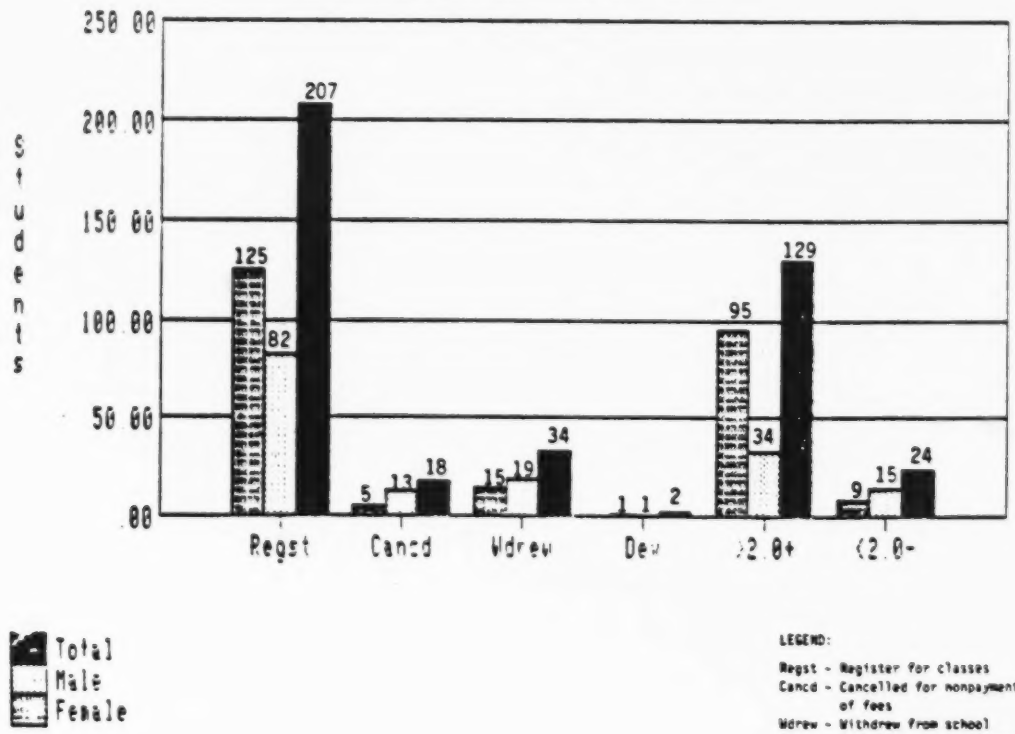
Chart 26
Academic Status Summary for ACC



LEGEND:

Regst - Register for classes
Cancd - Cancelled for nonpayment of fees
Wdrew - Withdrew from school
Dev - Registered in development course only
>2.0+ - GPA 2.0 or greater
<2.0- - GPA less than 2.0

Chart 27
Academic Status Summary for SVCC



LEGEND:

Regst - Register for classes
Cancd - Cancelled for nonpayment of fees
Wdrew - Withdrew from school
Dev - Registered in development course only
>2.0+ - GPA 2.0 or greater
<2.0- - GPA less than 2.0

30

Chart 28
Grade Point Average Summary for ACC

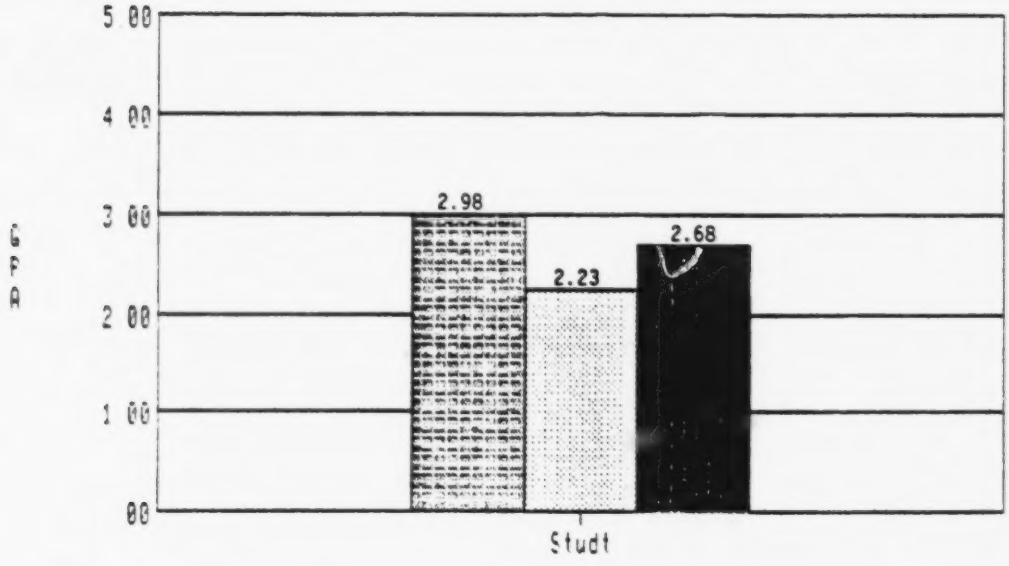


Chart 29
Grade Point Average Summary for SVCC

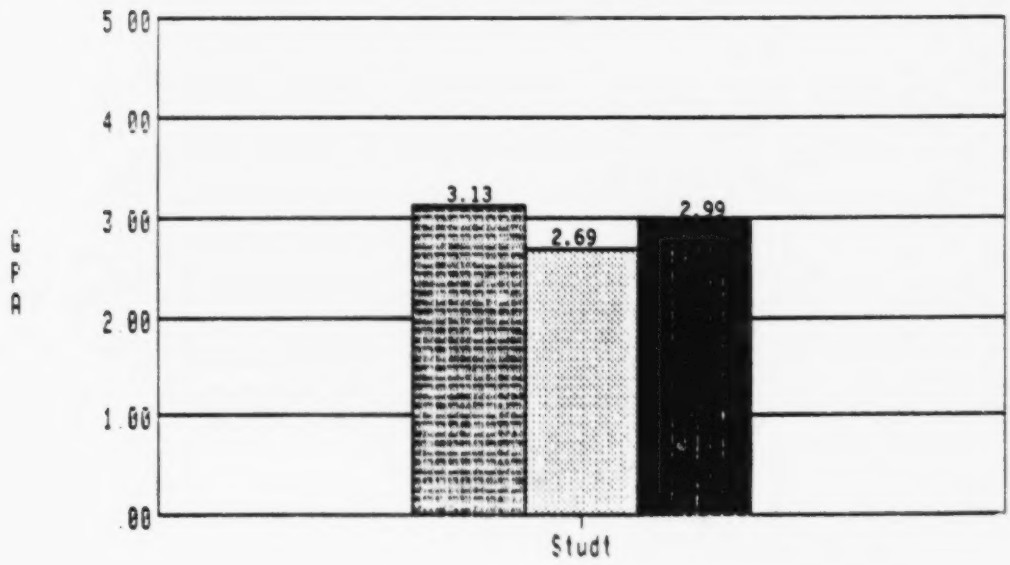
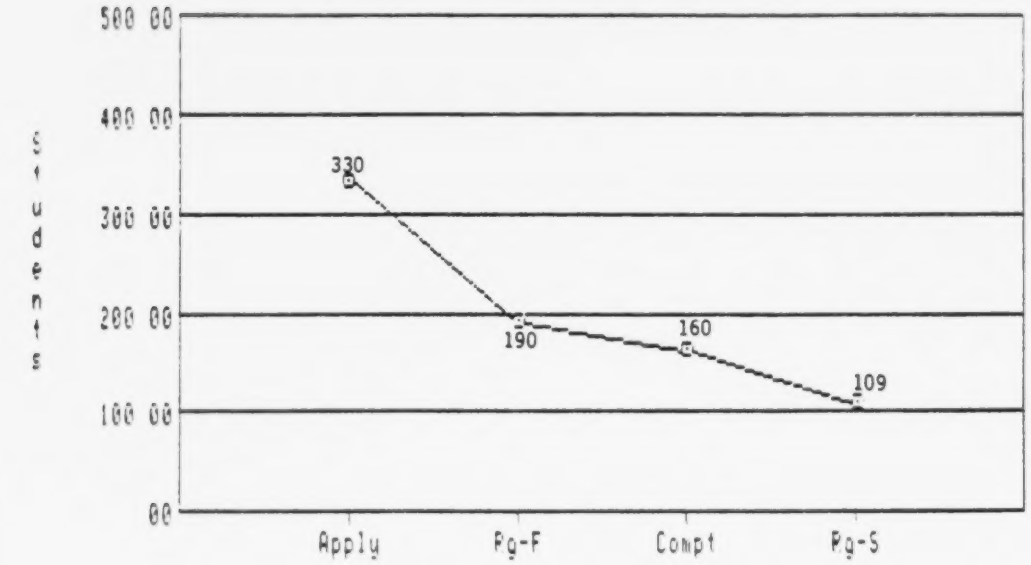


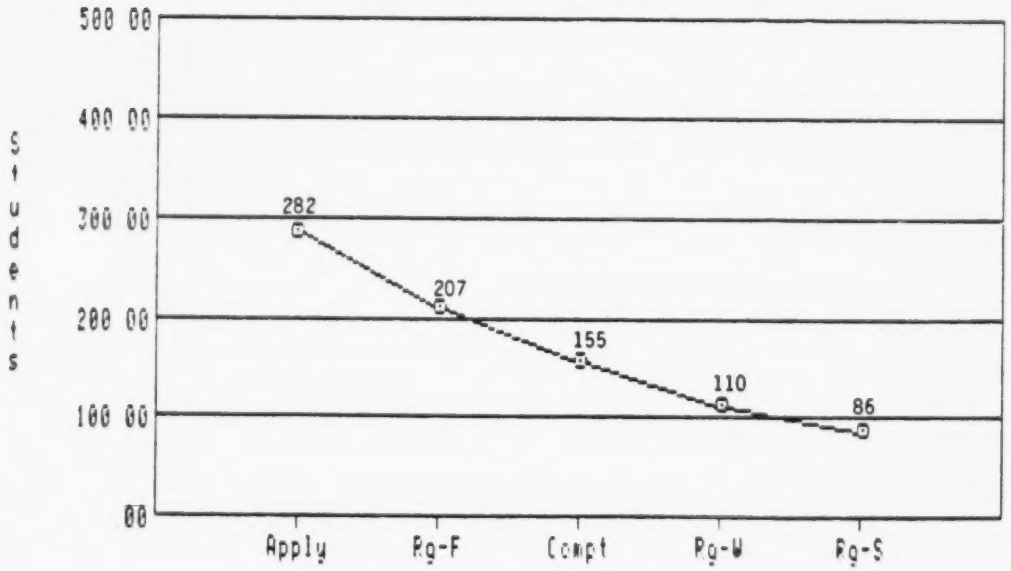
Chart 30
Adult Population Completion Rates for ACC



LEGEND:

Apply - Apply fall term
Rg-F - Register for classes
Compt - Complete fall term
Rg-S - Register spring term

Chart 31
Adult Population Completion Rates for SVCC



LEGEND:

Apply - Apply fall term
Rg-F - Register for classes
Compt - Complete fall term
Rg-W - Register winter term
Rg-S - Register spring term

Only 57 percent of the ACC adult population that registered in the fall also registered for the second or spring term. At SVCC 53 percent of the fall registrants registered for the winter quarter and only 41.5 percent of this group registered for the spring term.

The general findings for task #2 adults "managing learning" is that of 397 adults who registered for classes at both research sites, 21 percent withdrew within the first several weeks and an additional 24 percent did not register for the next term. This represents a 45 percent noncompletion rate for task #2. Data at one research site collected by the committee responsible for retention indicate a 66 percent noncompletion rate on program completion for both one and two-year programs. It was not previously known that the greatest concentration of noncompleters occurred during the period of time covered by task #2. It should also be noted that of the 55 percent survivor rate for task #2, many of these adults were marginal in successfully completing task #2 or managing the learning process and went on into task #3.

SECTION II: INTERVIEWS

INTRODUCTION

This report analyzes the results of a study of adult students at the Ashland and Southwest Virginia Community Colleges during the fall term of 1983. The purpose of the study was to collect data to help answer the research question for Educational Development Task #2 of AEL's Lifelong Learning Program:

> What factors facilitate and what factors impede the ability of adults to manage personal responsibilities, schedule time, and organize themselves to meet the learning requirements for the initial courses in their programs of study?

Context of the Study

To gain a better understanding of the factors involved in the managing learning process for adults entering school, a study was made of a sample of students at Ashland Community College, Ashland, Kentucky, and Southwest Virginia Community College, Richlands, Virginia. The sample was selected from the target group of adults at each school who met the following criteria: 20 years of age or older, no prior postsecondary, and enrolled for two courses for five or more credit hours. The target population at each institution involved 341 adults with 187 for ACC and 154 for SVCC. This study involved analyzing the learning behavior of a sample of the target population during the first 12 weeks they were enrolled in school. Instruments for data collection were:

- Institutional records--providing information on courses of study and schedules for the adult sample as well as highest grade completed, marital status, number of children, work history, and grade average at the end of the quarter.

- An interview schedule--designed to gather specific information regarding adjustment to school.
- Daily time logs--kept by students for a period of one week, in which students noted the specific activities they performed each hour of the 24-hour period.
- Classroom observation log--used by LLP research staff to record information on institutional activities and learner behavior in classes where target groups of students were enrolled.

By comparing data from these major sources, an analysis was made of the factors that influence adults in their success or failure to manage the learning process during their initial 10 to 12 weeks of college.

ANALYSIS OF ADULT INTERVIEWS

Introduction

Central to the second phase of the study were interviews with new students concerning factors which were impeding or facilitating their attempts to manage the learning process during the first semester of school. The first semester is, for many students, a critical period which determines how and even whether they will proceed in their programs. It is, especially for adult students, a time of uncertainty and adjustment; a time when previous schedules, responsibilities, and routines often change drastically and a time when self-esteem, aspirations, and commitments to significant others may be subjected to a substantial amount of questioning and pressure. Thus, it was felt that adult students in the throes of the first ten weeks of school would be able to provide a great deal of first-hand information both about the challenges and barriers they were experiencing and about the available and preferred mechanisms for coping.

Interviews were conducted throughout this period at the two research sites involved in the study since the beginning of the project. Included were 46 students who were enrolled at the time of the interview (19 females and 6 males at one site and 9 females and 12 males at the other site) and a smaller number of students (24) who registered and either withdrew from school during the early weeks of the semester or never actually started classes (7 females and 2 males at one site and 8 females and 8 males at the other site). Enrolled students were asked a broad range of questions having to do with personal, family, financial, and institutional factors which might be contributing to either success or frustration in their attempts to manage school. Students who had withdrawn or never started school were basically asked why.

What the interviews reveal is a pattern of circumstances and experiences foreshadowed by earlier interviews with students in the first task or admissions process. Many of the issues and problems considered and experienced by students during task #1--as well as many of the solutions realized or anticipated during this period--came to life full force as students moved through task #2 during the first several weeks of school.

Barriers to Managing the Learning Process

Economic Impediments

There is little doubt that financial issues were a source of great concern for many of the students interviewed. Going to school was considered a significant expense. Beyond the cost of tuition, textbooks, and materials many students incurred expenses for things such as rent, transportation, and child care which they would not have otherwise incurred.

Money matters made it difficult for many students. The most direct evidence of this is the fact that a lack of tuition money kept three interviewed subjects from even starting school. In all three cases the students had counted on financial aid or grant money which did not come through. The most distressing of these situations was a case in which a young divorced women with two young children was confronted with: (1) not qualifying for financial aid because she held a full-time job, and (2) not being able to cover both school and family expenses with the low wage of her work. Thus, she was forced to forego school, the one thing she felt would increase her employability and capacity for independence.

In eight other cases students withdrew from school early in the semester, at least in part, because of limited funds. For some of these students the noneconomic problems and frustrations they experienced as a result of school were exacerbated by tight finances. Given these difficulties the expense and economic sacrifices associated with school seemed a poor investment. For other students who withdrew, school and its financial strain simply could not compete with an offer of full-time work. These students dropped out to take jobs.

Economic issues also caused problems for those students who remained in school. In the interest of supporting themselves, and possibly a family, a number of students held substantial part-time jobs while going to school full-time. This sometimes put a serious strain on scheduling and study, recreation, and sleep time. A 20-year-old male, who was working 30 hours and carrying a full load of courses, said:

> Oh, it's hard trying to go to school and working too. I'm working part-time and going to school at the same time. It just, you know, it just don't hit right,

> trying to do everything. You have to try to do everything you possibly can in the time you get off before you go to work, you know. When you have to study, you gotta cram it in and make time for it to really get it. It's hard...but I need the job.

This student eventually dropped one course, and failed another. Another student, also a 20-year-old male, dropped two courses in which he was doing poorly, because, as he said:

> I was working, like, four days a week, and I went to this class two evenings a week and was in school about all day. I couldn't get no studying done.

Thus, juggling the need for money and the expense and time commitment of school was not easy. It often meant sufficient time could not be given to schoolwork. It also meant that going to school was fraught with serious doubts and anxieties. There was, for example, the unemployed, 36-year-old father of two boys who experienced a deep sense of frustration and inadequacy, because he could neither buy his boys certain things wanted or needed nor give them the play time both he and they would have liked.

Many of the students in the sample were going to school under the burden of unemployment and limited opportunity. Many also had significant family care responsibilities. It is not surprising that for at least some of these students academic performance was negatively affected by and took a "back seat" to the desire and need to make money. A number of students reported a disruptive anxiety over the conflict between being in school and not having a job and income. More than a few of these students considered dropping out.

One woman, 43 years old, whose husband was "laid off" and who did eventually withdraw near the end of the semester to return to her old job, said:

> Financially, I couldn't afford not to go back to work, even if it's only for three months, because there's too much to lose. I don't have any benefits. I haven't had for over a year now, and I have to get some benefits back. Plus, I have my house payment, you know, and I need to get caught up there. Financially, I just couldn't afford not to go back to work.

Another student, an unemployed man of 36 who had worked in the coal mines, said:

> Yes, I've thought of dropping out, especially when what you owe and what's coming in doesn't match, you know, and I sometimes feel like, well, next quarter, you're going to have to get out and get a job.

And another man, 38, felt guilty about not providing for his wife and child while in school:

> In a way, I guess, I feel like I should be working, trying to support my son and wife instead of going to school...like I told 'em when I first came over to, you know, for registration for college, I told 'em I said, in a way I just don't feel like I should be here. I should be somewhere else working.

Finally, a man of 33, with a wife and two children, said:

> I guess the biggest problem for me was the financial end of the thing. Trying to meet all your bills and feed your family and everything else just worries you to death. It makes it hard....If you're worrying about whether they are going to come and get your house or not, come and put you out on the street, or come and cut your lights off or anything like that, right there, you can't study....You get to the point, like, you get people expecting all that green stuff out there from you, and you ain't got it, and you know if you're going to school you can't get it, and you think about dropping out and looking for work.

Thus, the burdens of unemployment, no income, and family financial responsibilities wore heavily on some of those in the sample. They made it difficult to justify the expense of school and not looking for full-time work, and they were the source of a great deal of worrying which made it hard to concentrate on studying.

At their worst, such problems seemed almost to immobilize certain students. For example, a number of students who for one reason or another did not want to move from the immediate area and who believed that employment and opportunity in the region were severely limited, were pessimistic about the impact their community college schooling would have on their employability. This sometimes led these students to withhold effort and determination in their schoolwork.

And so, the financial problems associated with going to school were not only directly manifest, as in not having enough money for tuition or as in part-time work cutting into study time, but they also appeared as psychological impediments. For those students trying to go to school while experiencing serious financial difficulties there was a tendency to question their commitment to school and to worry about their status in the eyes and lives of significant others. This was particularly salient in the lives of students who were parents to families unsupported by another steady income or who were partners in a financially unstable marriage. Going to school accentuated any already existing financial problems, and this, in turn, increased the difficulty of going to school.

Home and Family Impediments

Going to school also put a strain on various noneconomic relationships and responsibilities in the home. As with and not unrelated to financial problems, certain noneconomic relationships and responsibilities in students' lives suffered in competition with school. In turn, the students' attempts to succeed at school were often impeded by the difficulties that developed at home.

A common problem for students who were parents was the balancing of child care and studying. At the most extreme were three mothers of very young children who decided to withdraw early in the semester, because they were either uncomfortable with the amount of time school required they be away from their children, or because they could not arrange their schedule around available babysitters. One of these women put it this way:

> I decided not go through with it. My little girl is so young. That's one reason I'm going to wait....My little girl is a year old, and I don't want to even think about it until she gets in school, and that would be at least four to five years....It had been a while since I had been in high school, and I didn't know how much time it really took for studying again. It was really taking up a lot of time--it's hard to study with my child. And I know going full-time there just wouldn't be much time for her.

On another level it was difficult for some students, especially those who were parents, to find the time and a good place for serious studying. The school libraries were often not a solution, due both to the socializing that took place and the limited time the students generally spent at school. And, trying to work at home was sometimes even more problematic, given the variety of distractions there, including the demands of children and family.

A single, 23-year-old male living with his sister and her husband because they lived relatively close to the school, described the problems of finding a good place to study this way:

> What's really hard for me in going to school over here is where I'm staying at with my sister. You know, she's got that pool hall, and we just live in the back of it and my studying time, you know, I can't hardly study, you know, with the jukebox going, pool tables and everything. I guess that would be about the roughest thing, you know. It's not quiet, and I can't hardly do my studying. And that's where I do most of

> my studying 'cause I don't have time here at school.... Studying where I'm staying at--it's hard to keep up. I can't get my mind on it, you know, the music and everything....I try to do all that I can here at school, in my spare time, before I go home, but then I'll have to wait until late at night after the pool hall closes and try to do most of my work.

A man of 31, with three small children, discussed the problem in terms of his children's capacity to distract:

> You know, it's been a problem, some, finding a place to work. When I'm home I try to do a lot of it, but when the kids want to play and all, I have to put my books and stuff up and play with them. Once I get started with them, they don't want to let me quit, so I end up leaving my homework for the library....Like this morning, the four year old, she didn't want to let me go, you know. I wanted to leave about 8 maybe 8:30 and she didn't want to let me go, so I had to sit there another hour or so with her before I could come on to school and get some of my lab report done....When the kids go to sleep that's about the best time that I can get into studying. If they're there then I have to play with them....I try to write out my reports, try to do my math, and they'll watch me--"what's this, what's that," you know. They interrupt me and then I have to quit and sit around and talk to them awhile.

And a 29-year-old mother of four, whose husband was attending another nearby college, reported:

> I stay tired. I am constantly tired....I think I'm going to have to cut out some of the outside activities that I do. Football season is just about over, so that's going to take care of a lot of time, you know, that I spend running with my children....I do a lot of laundry and a lot of helping them with their homework.... I study whenever supper's over and the TV's off or after the kids go to bed. They go to bed at 9:30. So, I guess, really, my study time is anywhere from 10:00 to early in the morning because there's--well, I get out of school around 2, I pick up my kids at 3 and run them to the ballfield by 4:30, for dinner, go back to the ballfield at 7:30 or 8, get baths, get supper...go off to bed, and I fix, you know, clear up the kitchen and then there's a load or two of laundry that needs to be done, so it's late. I really never have time during the day to study.

Thus, it is apparent that home distractions and especially child care and housework responsibilities interfered significantly with some students' attempts to concentrate on school and schoolwork. This was especially true for some of the female students who were both mothers and wives. Even though going to school required a good deal of their time, their traditional roles in the home often remained the same. Consistent with much current research regarding working women, many of the mothers in the sample had to add school to their already substantial responsibilities. Some were unable to alter previous commitments in their own minds, and some had husbands who refused to share the women's "duties" in the home, in order to create more time for the women in school.

Even more importantly, a number of women in the sample faced school with the burden of their husband's antagonism or consciously withheld support. In combination with the previously cited factors, this made school an exceptional challenge, requiring not only time, persistence, and stamina but a firm commitment and determination in the face of isolation and the threat of a dissolving marriage. The interview evidence is poignant in this regard.

A 53-year-old woman with two children attending the same community college she was, described it this way:

> The only problem we have is Dad. He's had superwife and supermom for 22 years and all at once he's sitting there, you know, thinking, well, I'm left out of this whole thing. We've tried to include him, but his attitude is, "I've been to school for myself, and I've been to school for the two children through high school, and I'm not going to school anymore." He makes little remarks about like--when you get your Ph.D. then I can quit work and, you know, these kind of things. Last year I wanted to come, and I let him talk me out of it....But I was determined that I'm going to do this,

> and I'm doing it for myself....I'll tell you, the only thing that makes it difficult today is the fact that my husband would rather I was home. He has this little silly habit of saying could you come and hold this tool for me, and he's never done that in 20 years....While I'm studying, he'll say, hurry, there's something new here on TV, you know....Subconsciously he's reacting, because he would rather I would just give up the whole thing. And that does create a problem, because I don't want him to be distressed.

A 23-year-old woman who was working part-time and had a young son and husband, the husband just gotten a job after two years of unemployment, said:

> It's not easy. I get up at 5:30 every morning, and I get back about 6 in the evening...and then I go home to washing dishes and tending to my son and cleaning house and cooking supper. My husband goes to work about 9 every night, so I've got the dinner bucket to wash and fix and supper to fix; all between 6 and 9. And then I get my son to bed, and then I get up and do my school-work....My husband told me I could come as long as he didn't have to pay for it, and I came over here and got financial aid and shocked him, so I got to come the first quarter...and now he tells me I ought to quit when I'm sitting there with my math book, getting angry....He tells me if I can't do my math, I ought not to be trying. He thinks that when you go to school, you ought to learn, and that's not what I'm doing in math. All I'm doing is getting agitated and taking it out on him and my son.

Another woman, 24 years old and the mother of three, observed:

> I still do the housework <u>and</u> my kids <u>and</u> my husband. Then I wait for everybody to go to bed. Well, I go to bed when everybody goes to bed, and then I set the clock for 1 to 3 o'clock in the morning to get up to do my homework. I don't like to take time from my family to go to school....Sometimes I feel guilty about not being at home. Like if I have to stay at school and I have to have a sitter for them, I think, I should be home...I should be there to cook my husband's supper, you know. Now he's going to have to wait for supper after working all day. I feel guilty....My husband, sometimes I wonder about him. He says he don't care, but he rushes me, when I do get home, to get supper ready, and all evening it's rushed to do the dishes,

> to get the kids fed on time, etc...and when I do go out I say, well, I could be home cleaning house or spending time with the kids or doing homework. I feel guilty when I go out. But my husband expects it of me. That's part of my job as a wife--to go out and keep him company--and so I feel guilty if I don't go out. So that's a losing battle, I suppose...It's not so much of what he says; it's the way he says it and how he acts. It's fine for me to go to school as long as I keep the house clean, as long as I do everything that I was doing 12 hours a day. It took me 12 hours a day to do it before. Now I'm cramming 12 hours of work into 4 hours in the evening, and I just don't think it meets his standard sometimes.

And, a woman of 43, whose husband was threatening to leave her, put it this way:

> I see right now school's caused a few problems between me and my husband, because I've been spending too much time on my books....I'm having trouble at home. That's like a mental strain on me. As a matter of fact, my husband told me this morning he was leaving. I don't know if when I get home whether or not he is (leaving). I can't--I mean I don't see the point in coming if I don't try to make the most out of it....I do most of my studying at home. And, like, usually if I get home early in the afternoon, if my husband's not home, I don't have to pick up my little boy till quarter to three, so I take advantage of that time while I'm there by myself. And, of course, you know I have to spend a certain amount of time with them, but then, like, dinner's over with and--this is where it's causing problems between me and my husband. He thinks I should get all of this in before the little boy goes to bed. That way it will be our time, but it doesn't always work out that way. There's just too much to do, too much to study. For someone else it might be easier, but not for me....My husband's laid off now....He's pretty selfish the way I look. I mean, that's what I can't understand, because there are things that he could do and ways he could help me but he hasn't. I'm on my own....It puts a lot of pressure on me, because I find myself, you know, if he's away from the house or maybe he's gone fishing...I find myself hurrying through something so I can have it out of the way before he gets back. Or I put if off until I think maybe he'll go fishing tomorrow or this or that, you know. And so that keeps me a little uptight there--trying to hurry through it instead of taking my time at it and relaxing with it. I feel like I could do a lot better if I could do it that way.

These reports make clear the tension that can exist for adult students between domestic life and going to school. There is a competition for the students' time and allegiance, and the students' capacity to fill previous roles in the home necessarily changes. At its worst this tension can lead to deterioration of the marital relationship. Nonstudent husbands in marriages rooted in traditional role definitions were sometimes threatened by the new commitments a wife had to make as she began school. They also felt threatened by the independence school seemed to require of and bring to their wives, especially if, due to a depressed economy, the husbands had not always fulfilled their understood responsibility to provide for the family by being employed. One young woman, 20 years old and the mother of a three-year-old boy, touched on this as she explained that her unemployed husband was opposed to her going to school:

> I feel like I'm going at about 50 directions at once. I have a child. I have to get him off and take him to daycare, then I have to do laundry, and stuff like that, plus I have so much to study....My husband, we've been married four years, he has maybe worked six or eight months of the whole time. He's always laid off or quitting jobs or something....He doesn't want me going to school. He has these, I guess, dreams that since he hasn't provided for us in the past and stuff, I'm going to go to school and leave him.

Thus, wives and mothers were particularly susceptible to the development of domestic impediments to school success, although fathers and husbands who were students <u>did</u> have domestic problems, too. Schoolwork took away from their time with the children, their children interfered with schoolwork, and going to school meant they could not be employed full-time. In addition, some wives were not supportive of their husband's efforts in school. The following report by a 38-year-old married male, who was

experiencing considerable depression over unemployment and doing poorly in school, makes this clear:

> My wife, I think sometimes she couldn't care one way or another about my going to school. It does help out paying the bills and stuff like that--we get money from the VA--but, as far as support from her, she could care less....I feel like a stray tomcat trying to find a place. I've been kicked out of one place, and I'm trying to find where I belong in the world.

Nevertheless, female students tended more often to suffer in the competition between home and school. While male students who were husbands and fathers often bore the psychological strain of financial problems, female students who were wives and mothers struggled physically as well as emotionally to add to school to their domestic responsibilities. They encountered long hours and lots of frustration as they attempted to achieve a more secure financial future for themselves and their families.

At its most basic level the conflict between home and school was rooted in fact that going to school required a shifting of traditional roles. For people accustomed to traditional role definitions in the home, the adjustment to school was sometimes a difficult one. It tested their capacity to relinquish certain values and habits while taking on others, and it accentuated any conflicts over the roles in the home which may have pre-existed the students' going to school. In short, going to school brought to a head many people's views of the present, and it threatened their beliefs about the way things should be.

Travel and Transportation Impediments

As with most community colleges, the schools chosen as research sites are commuter schools serving rather large areas. It is not surprising,

then, that a number of students in the sample had problems with transportation and travel which made going to school difficult. Especially when combined with financial or domestic problems, transportation difficulties were a serious impediment.

Of the students interviewed, at least three failed to start or withdrew because of transportation problems. One woman who had received grant money and was very excited about starting school had her ride fall through at the last minute. Her son had "totalled" her car a few weeks before, the woman she had planned to ride with decided not to continue in school, and there seemed to be no one in her area with a car and a similar schedule. Needless to say, this woman was extremely frustrated and disappointed. Another woman, young, married, and pregnant, "lost" her car due to her inability to make the payments. As a result, she started school riding the bus run by the college, but this eventually proved unsatisfactory as the bus ran only at the beginning and end of the day (8 and 3:30), and she was finished with her classes at noon. With her pregnancy and home responsibilities, the three and a half hour "wait" for the afternoon bus was "just too much."

Other students relied heavily on friends for rides. In the process, they compromised their own schedules to suit the needs of the owner of the car. This, too, made school difficult as it meant wasted time and either an inflexible schedule or an occasionally uncertain one. A 24-year-old woman, with two children in school answered the question, "Is it easy to get back and forth?" by saying:

> Not really. My husband has to have the car a lot, so I have to depend on friends to bring me to and from school. I get stuck over here (at school) sometimes and can't get a ride home. And, like, this morning, I was late getting here because she (her ride) wasn't ready. That's a problem sometimes.

And, a 20-year-old mother and wife talked about her transportation arrangement this way:

> I have to depend on somebody all the time, and I hate to depend....She drives me to school, you know, she picks me up--we have classes on the same days--she picks me up and then I always wait on her two or three hours in the afternoon and then ride back home with her....If she would have to drop out or something, that would really put a damper on everything.

Thus, travel to and from school was a problem even for some of those who had scheduled rides. It is also important to note that it was an impediment for those who lived a long distance from school. There were a few students who commuted as much as two hours each way, each day, to go to school. This made for a long day and a lot of time considered wasted. Not surprisingly, these students questioned seriously their commitment to staying in school.

To sum, it seems correct to say that although travel impediments were not as serious as some kinds of problems, they did play a significant role in the lives of a number of students who were already struggling in their attempts to succeed at school. For students faced with a variety of more serious difficulties, transportation and distance problems were factors which made achieving success in school seem an almost insurmountable challenge.

Unique Personal Problems

Students also experienced a variety of less common, more personal impediments. Physical and psychological disabilities, personal illness, sickness in the family, and religious dilemmas all had the potential to interfere significantly with school. One young woman, for example, withdrew

after being in the hospital for several days, because she felt she would be too far behind to catch up. Another woman, who was 48, the mother of two college-age children, unemployed, and wife to a man with terminal heart disease, almost dropped out when her husband was hospitalized, because she missed a lot of classes over a period of four weeks. She missed both course-work and exams, and the obvious emotional strain made it difficult to study.

A number of other students entered school with serious physical or psychological problems. Physical disabilities created some of the most concrete and explicit barriers to school success. One woman, for example, had very poor vision, even when wearing glasses. This made seeing the blackboard difficult, even though she sat in the front, and reading was often a slow and tiring task. Two other students had severe hearing impairments. Understandably, these students found the commonly employed lecture format difficult and frustrating. One of the students described the problem this way:

> Well, my hearing is the most difficult part. If you don't hear it, you don't understand it....If they're giving a problem on the board, and I just catch it in parts, that messes me up on a test; I <u>work</u> it in parts.

The other hearing impaired student put it similarly:

> I do have a hearing problem, so if I catch part then I lose another part of it, and there's a lot of times I just get half of what is said or maybe the numbers, like, he said one way, and I took it another. Like a seven, you know; I can very easily hear 70 instead of 7, you know.

A more subtle, although equally as serious, personal problem involved extreme nervousness, anxiety, and psychological discomfort in response to school and its associated challenges and adjustments. Almost all students experienced a certain amount of this in school (e.g., test anxiety, fear of

asking questions in class, etc.), but a few students entered school with a more severe and clinical problem along these lines. One student, 35 and an unemployed father and husband, had previously suffered a nervous breakdown in association with his return from military duty in Vietnam. He still experienced insomnia and an extreme lack of confidence, so school was a major threat and challenge. For him, test anxiety and concentrating in class were not small matters. Another student, a married woman of 27, had developed a diagnosed case of "bad nerves" while working in a factory for eight years. She had finally had to leave the job, this being the primary reason she was "back in school." Again, her fear of tests and failure and her frustration with working under deadlines was much more severe than for most other students. At times she was almost incapacitated.

Finally, a few students experienced in school a major conflict between their religious beliefs and what they felt was being taught and happening socially. This was, generally, not a serious impediment, but for one student it was almost cause for withdrawal from school. She changed sociology teachers and sought a great deal of religious advice as she struggled with the problem.

> There was a lot of noise; there was a lot of people going in every direction and nobody really seemed to be getting anything done. There was a lot of cursing, things that didn't appeal to me right off, and God's a very important part of my life, and...everywhere I looked didn't seem to have anything to do with God.... I had this mental block with sociology. If I did well in sociology I was compromising what I believed in my religion...I had a large problem with that....Sociology is the study of society--what society says. There are a lot of sociologists that believe what society says goes, whether it's Biblically right or not....The second day of school here I was ready to just cry. I mean, I was just at the panic point. I didn't know where to go, what to do.... Outside of school I had no friends that did not go to church or were not Christians. I did nothing that wasn't associated with the church.

Thus, it is apparent that barriers to school success come in many forms, some more or less dramatic or discernible than others. Nevertheless, the personal and unique problems some students experienced in relation to school were just as serious, for the students involved, as many of the difficulties encountered by a larger number of students.

Impediments Related to the Absence of Personal Goals

Another, sometimes indiscernible, impediment to school success was the absence of a sense of purpose for going to school. This is a difficult state of mind to assess, because it tends to manifest itself in the way the problems of going to school are defined and approached; nevertheless, there were a few cases in which an obvious lack of school-oriented goals seemed to be associated with poor academic performance. Primarily, this was a problem of unemployed students in their 30's and 40's who would much rather have been working than going to school. These students were often enrolled in school as a result of having been laid off or as a last resort after long periods of chronic unemployment. In both situations the students had little optimism that school would make a significant difference in their employability or life condition.

A 38-year-old married man, who had a child and was doing very poorly in school, serves as a case in point.

> I hope to get through...and get a job somewhere. I've been out of work too long....I'm over here--I didn't have no ideas about anything except just gettin' my GED. That's about, still, what you might say is the major thing I'm tryin' to do right now....All I've knowed is work....And, that's about the only way I knowed to learn....The way I learn a lot is to be right in the middle of doing it--experience....I came back to school because I couldn't find a job nowhere. I went to every place I could find. They gave me the same

> story--not hiring, laying off, or shuttin´ down....So I come over here and I said, well, if I can´t get a job nowhere else I might as well try to go to school....I would like to get a job and be doing something. Sometimes just coming to school is gettin´ on my nerves.... I would just rather be working....I would rather be working than I would be going to school. And the way I look at it, at a job I would be doing something. I would be busy, keep busy with my hands more than I would with the way I am going to school....I don´t feel like I´m going anyplace.

Thus, a lack of fairly positive and specific reasons for being in school was a problem. It limited motivation and effort. Some students were going to school by default, and, as a result, they had little vested interest in school success. School was just something else to do in an attempt to occupy time. As one chronically unemployed student put it:

> It really makes you feel a whole lot better. Makes you feel like you ain´t sittin´ around wasting your time. You go to bed 9, 10, 11 o´clock, you can´t sleep. You get up and watch TV ´til 3 or 4 o´clock and then you lay in bed til 12, 1, 2 o´clock in the day. That´s no good.

School Adjustment Problems

As noted in the previous sections almost all of the students in the sample experienced a certain amount of difficulty in their lives as they adjusted to being in school. This was especially true as students encountered and attempted to deal with the events and responsibilities of school itself. There were classes to attend, notes to take, texts to read, papers to write, homework to prepare, exams to do, assignments to hand in, discussions to take part in, teachers to figure out, strangers to meet, and, possibly of most concern, grades to get. Most students entered school with a substantial number of hopes and fears. They hoped to "find themselves" and to gain employability, and they feared that through some personal

failure in school they would ruin their chances for realizing their dreams. Given the employment status, financial responsibilities, and hopes of many of these students, a great deal seemed to be riding on their performance in school. In combination with such aspirations and risks the fact that many of these students had not done well in high school and/or had been away from school for what seemed like a long time exacerbated the tendency to feel threatened by studying, testing, and the possibility of failure.

The difficulty most commonly reported by these students, with regard to school itself, involved adjusting to the new routine. Students said things like:

> It's hard to get back into the swing of school.
>
> The hardest part about it is trying to adjust everything to...allow sufficient time for study.
>
> I'm working on trying to get a certain schedule. Monday evenings, I try to use that to study, and then all day Tuesday, too, so I can have Tuesday evening with the kids and all that...but so far I really haven't got that down.
>
> It's coming along, but, I guess it's taking a lot of extra effort to get back in the groove--to get used to going to school and everything; reading assignments and homework--just things I haven't been responsible for, for a while.
>
> It was hard to adapt after all these years, coming back and, you know, trying to get into a schedule like that. Mostly it's a problem of getting yourself oriented... just getting back into the rhythm of going to school. It's been a long time.

Students also referred often to their initial uneasiness with being an "older student." They expressed a general "age discomfort," afraid they were "out of shape" and insecure that they were behind the conventional schedule for beginning college. In addition, they sometimes complained

about the distracting lack of seriousness displayed by many of the students who were "just out of high school."

> I was pretty scared for a couple of weeks, you know. I mean...you been out of school for 25 years and you're back to school and everything. It's like starting in the first grade all over again.
>
> I felt strange at first, like, most of these people here I went to high school with, but they were in grades way behind me and everything like that. It feels funny going here to school with them, being a freshman with them and stuff like that.
>
> It's a weird experience, really. You know, one of the hardest things I find to do is to accept the fact that I'm a 32-year-old college freshman, and a lot of people I meet here is, like, 17, 18, 19 year olds. You know, that's a hard thing to accept. I feel like I'm a daddy to some of these kids, because my son will be 13 in February.
>
> It's hard to get back into it again, because you're around these younge people. You see them goofing around and stuff, and you're here to learn and, like, they are here to kill time, you know.

Ultimately, however, these problems were not considered very serious impediments. Of greater importance to students were their problems with studying. The necessary self-discipline was difficult, and figuring out what and how to study was even harder. For some students it was a matter of having come to school with "rusty" skills. For others, it was a problem of never having developed the skills in the first place. Thus, the first semester, and especially the first few weeks, was a time when many students struggled to renew and develop a repertoire of effective study habits and skills.

Generally, students described the problem in terms of a lack of concentration and self-discipline.

> The hardest thing is trying to get myself to start studying....The only thing I can think of that makes school different is trying to go home and start studying.
>
> The most difficult thing, I guess, has been teaching myself to study again. Getting back into studying at a set time, or making sure I've got this or that in, you know. You're in college, it's a lot of self-reliance.
>
> I would be sitting home and didn't have nothing to do and would be studying and, you know, after 15 or 20 minutes I might get a little bored with it, and I would go have a beer or something, and it's been hard to break that habit, because I never had been tied down like this since 1970 or something.
>
> I really have to work on...taking notes and study habits, and gettin' into everyday studying a couple of hours, instead of trying to cram it all into a couple of days--that makes it hard.

More specifically, students talked about the problems of figuring out what and how to study. What information to include in their notes on lectures and reading and what material to focus on and how to study it in a memorable way, when studying for tests, were the key dilemmas. There was a constant fear, on the part of some students, that their notes were poorly organized or incomplete.

> I'm not too good at taking notes. I can't tell what's important to take down. That's something I have difficulty with.
>
> I've had to do very little notetaking on my job; see, I was shown how to do the job. If they needed anything extra, they would write me down a note and give it to me and then I would just follow their instructions. But having to write it down myself, I'm sitting there wondering what I should take down and what I should omit.
>
> Taking notes, I usually try to take down everything that the teacher says, which is bad, because you really should just get down the main points and then that summarizes what the whole thing's about...I write down too much and then all it does is tire you out...and you don't really know what the main point is.

> In taking my notes, I feel like maybe I don't take notes adequately and, then, going back over the material right before the test, you know...you get confused.

This difficulty with notetaking skills carried over into students' preparation for exams. Especially early in the semester students had difficulty figuring out what material would be covered on tests. Thus, they often did not know what to study. Similarly, they did not know how best to study the material so that it would "stick" and be available through recall during the exam.

> You study for a lot of stuff and you learn it, and then when it comes to the test, it's on this other stuff, you know. You wouldn't of thought it would even be on the test. I mean, the important stuff you study, but the unimportant stuff is what would be on the test.

> I told her (the teacher), you know, I said, for as much as I studied, you know, well, I thought I should have done a lot better....She didn't even ask the real hard things that I thought she was going to ask. It was the little ole simple things that you didn't really pay much attention to when you were studying.

> Somewhere along the way, it's just not soaking in. I read it and read it and read it, and I study and I study, but it doesn't seem to...it just won't sink in.

> It's just being able to hang on to what's told to you.... Remembering everything you need to know--that's hard.... Sometimes when you study so hard or push too hard to get it in there, it just won't stay or something.

Being unsure of what and how to study, especially for exams, may have been the new adult students' most universally anxiety-producing impediment. It contributed significantly to their fear of being tested. Given their backgrounds and aspirations, many of these students entered school with explicit fears of failure and personal inadequacy. Exams and the mystery of studying for them brought this fear to a head, producing for some a debilitating level of test anxiety. Thus, many students not only had to

deal with the challenge of learning the course material, but they had to struggle as well with the physical and psychological repercussions of the anxiety associated with being tested.

> I get sick to my stomach. I really do. I get real nervous. On my first exam I was so sick I thought I was going to pass out. I really did....I was so scared I thought for sure I was going to pass out. I was sweating, my heartbeat was fast, and I just--I don't know, but I do that in all my exams. You know, when I get ready to have an exam, I get sick to my stomach. I get butterflies and shaky and sweaty.
>
> I go into a panic. I get very nervous before I take a test. And I get sick to my stomach afterwards. Sociology I think scares me the worst, because I just can't comprehend it....Last week, when I was going to get the results of my test, in driving to school...I had to stop alongside the highway and throw up before I even made it to school.
>
> I feel like I'm not good at exams, because they make me nervous....Lot of things I guess I should remember I don't....It really does throw me. I'm not comfortable with it.
>
> I go totally blank on tests. I panic....I think a lot of people do. I feel uncomfortable when I get ready to take a test. I'll know it (the material), but when I get in there and read the questions and try and answer them, I just go blank, totally blank.
>
> I get very nervous before a test. Quizzes make me nervous, but with a test, I actually pace the floors before I leave home. I get real hyper and usually I forget half of what I want on the test. I want to know it so bad that I just draw a total blank where I'm so nervous.
>
> Myself, I'm very hyper about tests. I get very excited. To quote myself, "I think one day I'll have a heart attack during a test."

Thus, the fear of failure was a serious problem for many students. Especially as manifest in the students' test anxiety, it produced psychological and physical barriers to success and had the potential to be a self-fulfilling prophecy. It is important to note that the students' burden

along these lines reached peak levels when exams were bunched together within a 2-5 day period. This was a fairly common occurrence as teachers tended to organize their courses around standard time blocks involving a similar number of evenly spaced exams. During such periods the students experienced an unusual amount of pressure and anxiety, seriously testing their study skills and commitment to school. There is evidence that it was just this kind of pressure that caused one student to drop out. This student said:

> It was so hectic trying to do it all at once that I just couldn't stand it no more, you know....I just felt like I was getting farther behind. I should have, I guess, kept on going, but you know how it is when you're up at midnight and up at 3 and you're still sittin' there dumbfounded, like, it's a good time to quit....I just felt like I was getting farther behind. I might have made it to the end and got the grades to pass, but I still knew that I wasn't, you know, you just about half to do something and get the job done but you're still not doing what you ought to do....I just kept feeling, you know, like this is too much.

A number of students noted the problem also. For example:

> Well, in the first weeks, the mid-term exams came up and, of course, along with your other studies, you had to meet those studies plus your exams. I was kind of rushed during that time trying to work them in. I still had my schedule, and I had certain things I just had to do at that time, and some of the exams I didn't even get to study for much until I got to school during a free break. And then I went right to class and took it, so it did get pretty tough right during exam time. And so, when it came up--I had two tests in one day-- I flunked one and got a C on the other one....It helps to not put so much on me at one time.

The fear of failure and personal inadequacy created other less obvious or dramatic barriers to success as well. It was, for example, the cause of many students' fear of participating in discussions and asking questions in class. Over half of the students interviewed reported that they were afraid of saying or asking "something dumb" in class. This inhibited their ability

to clear up questions or learning problems as they occurred. Understandably then, it also seemed associated with some students' academic performance. Those students who were the most afraid of speaking up in class also received rather poor grades at the end of the semester. The following are quotes from students like this:

> Yeah, I have a problem with that (asking questions and getting into discussions). I was like that in high school. Seems like I never, I want to know a question, but I'll never raise my hand to find the answers to the questions or anything like that. I have a big problem with that. You know, I just can't. I want to but I just, you know, hesitate. I just can't. I don't know what it is. I always think, you know, I'm afraid that the question will seem dumb or something like that. But I want to ask questions but there's that hesitation, "Is this the right question?".

> I don't do it (ask questions in class). I know that you should, but as far as asking questions in class, I won't do it. I mean, I don't think I would ever do it, you know, except maybe after I'm in there for a long time. I just always figure, well, you know, someone else will ask that question if I just wait long enough...I'm afraid that the question might seem stupid or too elementary.

> If you speak up in class...I mean, I have a couple of times, but I don't like to, because when your answers are wrong, I mean, there's a whole room full of people and you think, "My God, you've missed it." I don't like to do that.

In combination with a number of other factors, the fear of failure also contributed to the depressed and pessimistic view some new students developed in response to failing grades they received early in the semester. Some of the students who did poorly in their first major exams or papers lost much of the optimism and enthusiasm that had motivated them to start school. As the feared failures actually developed some students began to accept themselves as poor students. In short, failure early on was often an impediment to later success, because it affected students' effort and their attitudes toward themselves and school.

> School's pretty tough. I feel that I should make a better grade on a lot of the tests I've taken, because for the amount of studying I do, I just, the tests just ain't what, you know, up to my expectations....It's just me, I guess. You know, sometimes they give a lot of stuff that they've given to you and then other times they just give you stuff you haven't paid much attention to....It's just been study, study, study and then you come up and don't do any better than what you do. I just think it should, it just don't seem fair to yourself, you know, with all of the work you put into it.
>
> At first I thought of dropping out....The first two weeks I thought it was too hard. I thought I couldn't make it....Like I said (before), history didn't hit too good. (He failed the first two tests.) That's the first time I had--the first test I had was history and I said, "Oh shoot." I saw that and, you know, I said, "Oh shoot, the other tests are going to be the same way."
>
> I've thought about dropping out at least a hundred times. Like I said, I was bringing home very bad grades on my papers. I thought, hey, I don't need to come up here to bring home papers like that. That's just discouraging me. It's disgusting me.

Thus, it seems clear that the academic endeavors of the first semester and especially of the first few weeks of school represented a serious challenge to some new students' skills, self-confidence, and perseverance. Significant changes in schedules, priorities, and cognitive activity were required, and new skills and habits had to be learned quickly. In addition, the students had to deal with test anxiety and the fear of failure. It is not surprising, then, that students lacking a strong ego, a relatively firm commitment to being in school, and certain basic academic skills had a difficult time succeeding in school and convincing themselves to continue. They had problems organizing their time and their study materials, and they experienced disruptive levels of nervousness and anxiety when tested. For them school became a personal threat rather than a means to self-fulfillment and employability.

Classroom Impediments: Teachers, Instruction, and Learning Materials

Students interviewed registered a number of noteworthy complaints regarding the process and content of instruction. There were a variety of factors having to do with teachers' personal characteristics and style, the way in which courses were organized and taught, and the texts and other materials used to teach the courses which students felt made academic success difficult to achieve. Of considerable importance to these students was whether their teachers were helpful, fair, and sensitive, especially with regard to student problems. Most teachers seemed to be well-liked by the students, but a few who were not well-liked were often described as some combination of cold, impersonal, uncaring, inaccessible, prone to favorites, etc. Given the general insecurity of many of these students as they entered school, it is understandable that they were made uncomfortable by the absence of compassion and personalized support in their relationships with certain teachers.

In discussing "problem teachers," students said things like:

> In the class that I dropped, I don't know, it just seemed like you were, you were isolated from him (the teacher), you know. You didn't get personal attention like I have in my other classes.

> You can ask him (a teacher) a question and he'll say, "Oh, you ought to know that," and he won't even answer your questions. I just don't like him....Everybody dislikes him; even the good students dislike him. He don't care whether we learn it or not....He intimidates me--makes me feel less than adequate--like I ought to know something I don't know, and it makes me feel bad so I just shut up....I think he thinks everybody should have straight A's, and if they don't--tough cookies. And he don't care how they get there or if they get there.

> I'm okay in all my classes but one. In there I won't say a thing....You ask a question and he humiliates you before it gets answered. I don't like that....Anytime you ask him a question, he gives a smart aleck answer to you and then he will answer the question....We had about 30 people in our class, and we're down to 18 or 20. All of them have dropped out of his class. Other students have told me they think he's the rudest man they ever met in their life. You can't talk to him.
>
> I think I'm a little afraid of the guy myself (the teacher of a class the student was failing). I mean, you get certain people you just look at and you say, "Oh, I ain't going to talk to them for nothing."

And, finally a comment by a student who dropped out of school altogether, very frustrated by her experiences in the classroom:

> Well, I'll tell you--a lot of us felt like we were gettin' the raw end of the deal. He paid more attention to some people than he would to the others; you know, the ones that were kind of smarter than the rest of us. And, like, he played favorites or something, and when you asked him a question he just kind of shunned it off.

Thus, insensitive teachers were considered a serious impediment. They drove students away from behaviors associated with academic success, and ultimately, even drove some people out of courses and away from school. In the classes of such teachers, students were often afraid to ask questions and seek help. As a result, some of the affected students developed a pessimistic attitude toward the teacher and the course and gave into limited effort or failure in the process. At the worst, students withdrew from the courses in question and even dropped out of school due to an accumulation of related frustrations.

Another source of frustration for students centered around teachers who failed to make clear the course material and its organization. It was common for students to voice complaints about teachers who did not explain some things sufficiently or who did not indicate to students the importance

of certain information and materials. The structure and meaning of some instruction was left implicit and vague, confusing those students who were unable to figure these things out on their own. It made daily studying difficult, and it left them uncertain in their preparation for exams.

Some students discussed the problem in terms of unclear schedules and assignments:

> When I go into a class I generally like to know what's expected of me. That way I know if I'll have to take some time from something and put in on something else. (When I can't play like that) then comes the hypertension and the nervousness that, if I had been expecting it, wouldn't have been so bad....If she (a teacher) would have just more or less explained it to us all (the course schedule)...then we could have relaxed and gotten into it more than if she had just left us to feel our way through....Everything is kind of vague. You know, it's your class, but you're not really supposed to know what we're going to do. I don't know what their theory is on that.
>
> He's been on the first chapter, and we just went on to the second today. But we had been on the first chapter for two weeks, just reading in the book. And now we have an outline and an essay due Monday which was never discussed. We've never discussed outlines until today....He says, "do it as best you can but make sure it's right."...He's not explaining.
>
> There's a certain time to hand them in, and I did it on the wrong thing so I'm afraid, you know, I might be failing that class....He said, we.., everything that we do, he gave us an outline at the beginning of school... he says everything we do is in the outline, so all you have to do is read your outline. He said, "I told you in the outline what magazines and what newspapers to use." I said, "Well, it had a list of them. I didn't know exactly which ones to use so, then, I don't know." ...I think if he could just be more specific. He could have told us which magazines or what to use. I wasn't the only one that did that.

More commonly, students describe the problem in terms of some teachers not explaining the content of their class presentations well enough.

Certain teachers seemed to work through examples and problems without telling students what they were doing. Others simply expected students to learn without much student-teacher interaction. The assumption on the part of these teachers seemed to be that the course materials were sufficient in and of themselves. Many students disagreed.

> I've got one instructor that doesn't like to explain anything to you. You read your book, you learn what you learn, and if you don't learn it, too bad.
>
> He don't go over it. He don't show you how. He don't explain it, nothing.
>
> He would write, like, a problem on the board and just write how the steps were, but he wouldn't tell you how he got those steps and that was a big problem for me.... I couldn't understand, you know, how he was getting each step he was getting. He was just writin' the steps and not tellin' how.
>
> He's just running through these problems as if it's nothing to him, and I'm just sittin' there wondering, how in the heck did he come up with that?...I've got no real problems except trying to understand this instructor as he goes through a problem fast.
>
> I think it's just difficult with the teachers; understanding what they were talking about; you know, not really taking time out to explain what they were really wantin' you to do. There's a lot times in (a particular class) that the students would just, absolutely, just ask, "What are you talking about? We don't understand," and he would get mad and say, "My God, it's as simple as the nose on your face."
>
> If I had a different teacher who explained to me more, and had a little interest in whether I knowed how to do it or not, I would probably do better.

Thus, more than a few students were frustrated by the lack of clarity with which instruction was sometimes presented. Insufficient explanation led to personal frustration and negative student-teacher relationships. In the process it also contributed to a negative attitude toward school.

A related and equally as serious complaint was voiced regarding the quantity and pace of lectures encountered in school. A substantial number of students felt there was far too much lecturing and that much of it was too fast. Students were very clear on this. There often seemed no time for questions, practice, or feedback, and, given the speed of many lectures, it was often difficult to complete notes and think about the material as it was presented. A primary classroom activity seemed to be notetaking under pressure.

> Lots of notes. Sometimes he goes too fast and you really miss out on it if you're not writing correctly. And then I write too fast and I abbreviate and I get home and I can't figure out what I wrote down. That's kind of rough.

> Most of it is just sittin' and listenin' to her....We have had two days (with discussion) but the rest of the time it's just her givin' the notes that we take down. And we have reminded her, you know, of the last test. Everybody made so low on it that we think we would do better if we could sit and discuss stuff after she has gave us notes, you know.

> He, I don't know, he talks so fast....I've heard a lot of them talking that they can't keep the notes, you know, he expects to keep notes as he talks. And he don't slow down or write it down where we can get it, and we've got to get what we can....You know, he'll say one thing and we will be trying to write it down, and then he's talking about something else and we just can't get it all. There's a lot of students in there that has that problem. They're trying to keep their notes and then when a test comes up, then they're lost....That's the hardest part of class....Just the notes in class is the hardest part.

> You know, a lot of teachers go fast and they don't like to repeat. I mean, they go fast, and you have to write and try to stay up. That's my major problem (in that class). He goes so fast I can't hardly stay up with him, so I lose two or three things while I'm writin' one thing down.

> Just copying, really, copying her notes, and you have to learn them along with the chapter to read in the book. That's kind of hard keeping up. I have to really pay attention. Can't really take the time to think about it because you have to hurry up and write.

> The whole time, you're taking notes. I mean it's just note, note, note. One of the students yelled out a question in class, and she said that she always asked if there was any questions. And they told her that she never let up on the notetaking long enough for them to ask a question.

The rapid pace and excessive quantity of lecturing was problematic in a number of ways. Most importantly, many students missed information in class and did not get a chance to clarify their knowledge by asking questions and trying things out in a nonthreatening, nonexam situation. Both of these problems affected students' capacity to succeed in school. Information covered on exams was missing from students' notes, and the students' personal organization of course material was often not rooted in practice and understanding. Too often students felt required to memorize rather than comprehend.

This was particularly true in those courses that were grounded in terminology new to most of the students. A number of the interviewed students reported difficulty and discomfort with the quantity of new terminology used and presented in their classes. The language of certain courses became an impediment to understanding, especially when it required and lacked thorough explanation. One of the students who dropped out talked about the problem this way:

> It's a lot of pressure....It was hard trying to take notes....We took notes in everything. You used a lot of paper. And one teacher talked so fast, I didn't--she would say words I didn't even know what they--I didn't comprehend what they meant.

Other students offered similar reports:

> There's a lot of definitions. A lot of definitions and words....I have a test in there day after tomorrow. I have got to get to it; just get them down. It seems like my memory is....It's tough.

> Biology is hard for me because a lot of it, to me, there's a lot of symbols and elements and things like that to memorize which is,...it's not as interesting.

> I want to know something when I get out of here. I don't want to just memorize and forget.

In association with their complaints regarding high speed lecturing, new terms, and insufficient explanation, a number of students also criticized teachers for inadequate review prior to tests. Some students felt they were not given enough information about what might appear on tests, and they wanted more opportunities to use and clarify their knowledge before exams. Given the students' already substantial insecurity with regard to tests, this represented, for some, a serious problem.

> It's hard for me because he does not review the chapter. He'll point out the things he'll want you to know, but he doesn't go over it with you. He doesn't review it and give examples of it. And it's hard to understand....Like, he'll say, well, read this chapter, and we'll read it, you know, and nothing more is said about the chapter except maybe a few things...this last exam, you know, the two chapters that we were supposed to have the exam over were pretty difficult to understand, and they weren't really ever explained thoroughly.

> I have trouble with, mostly my tests....If the teacher doesn't explain it so I understand it, then I don't get it, but if she does I'll catch on to it.

> One of my teachers, she, I don't know, she expects you to know things and she don't teach what you should know sometimes....Well, the last test she told you to study so much of all this, you know, she just kind of reviewed you a little bit and hardly any of it was on the test. It was kinda, I don't know, puzzling or something.

> The second chapter she gave us three sheets that were "hand-outs" and she said, "This is what you need to know on that chapter." The next three chapters we covered in two days, so it's very difficult to try to figure out what's up. Then she gave us a guide sheet that covers the whole unit, and I just really feel kind of out there somewhere (with the test coming up).

Students were also critical of the way in which certain exams were conducted. A substantial number of students reported extreme frustration with multiple choice tests for example. The multiple choice format often seemed to test not a knowledge of the material but an ability to figure out the questions. It was considered by many students a tricky and confusing method of testing.

> I would rather have the fill-in the blank than the multiple choice because it seems to me...you have a better chance of gettin' it right than you would have on multiple choice. You read one and it sounds alright, maybe just one word in the whole thing is wrong, and you go down to the next one and it sounds right, too, and you read the next one and it sounds right. All four of them sounds right and then you have to, you gotta study a little bit more and read them over again.

> You have to know it backwards and forwards because, you know, she rewords it and then puts it in a definition. She'll ask for, like a definition; she'll have like four different definitions and it just bumfuzzles you up. You don't know which one from another. Some of them will be just a word different in the definition, you know, and that messes you up.

> There is a difference. It's slight, just slight enough that it's tricky. You really have to use your reading ability, your thinking ability to know what the answer's going to be because they are so close.

> She'll put a sentence down, and she'll have four definitions and...all four of them seem almost the same. I've never had anything like that before; not where, you know, they will all be different, but it seems like most of them are basically the same thing.... That kind of hurt me.

Finally, it is important that many students implied, in comments about their course materials, that some of their textbooks were difficult to read and comprehend. Most students reported having to read their textbook assignments at least twice, and many felt they should be reading them four or five times. In combination with the AEL readability analyses of a few of these texts, these comments suggest that at least some of the books were written for a more advanced level of reading skill than many of the students in the study possessed.

> The biology book is, I guess, a little above my level. I don't know whether it's me or...I mean, the terms aren't really that unfamiliar, some of the terms I can recognize, but their explanation of things is...the book is difficult. For me, it is.
>
> I'm sure if I read it more than twice, I could comprehend all of it, but, you know, I'm just reading it twice, and I think that's hurtin' right there.
>
> They used a lot of words to explain a simple idea, and there was a lot of, I don't know, unnecessary reading you had to do to get to the main point....You usually had to read it several times because, like I said,... it took them so long to get around to the main idea that you had to keep going back and rereading it to see what they were trying to get at....You would get frustrated and have to put it down and come back....I mean, sometimes it was pretty hard.

And so, difficult texts were yet another impediment students encountered in the classroom. Students were frustrated by books that were hard to read, both because they made the material to be learned less accessible and because they increased the students' sense of personal inadequacy and time pressure. Students felt their need to reread these books was a sign of incompetence, and they were usually short of time as well.

Thus, it can be seen that the instruction these new adult students encountered during their first semester presented them with a number of

additional barriers to success. A few teachers were distant or insensitive, some failed to explain adequately their course and its exams and materials, and some lectured too fast and to the exclusion of student discussion. In addition, the students found large quantities of new terminology, multiple choice exams, and certain of their textbooks frustrating in their difficulty and unfamiliarity. These factors all represented significant challenges faced by the students in the study as they attempted to maintain equilibrium and motivation during the first semester of school.

Institutional Level Impediments

Some students also experienced difficulties outside of the classroom at a more institutional level. Specifically, these students complained about their advisors and placements and the tutoring system and size of some of their classes.

While most students were at least relatively satisfied with their advisors, some felt otherwise. Some students thought they had been incorrectly placed in courses that were too difficult, and some felt that they had been given inadequate explanations as advisors suggested particular course schedules or sequences. Other students simply complained that they had not gotten to spend enough time, if any, with an advisor before or during their first semester of school.

The most serious of the criticisms pertaining to advisors involved the placement of students in courses or schedules they thought were too difficult for them. Rather than representing a positive challenge, such an experience during the first semester often led to frustration and a loss of self-confidence. In discussing his advisor one student said:

> He's the type of fellow, I guess, he thinks everybody comes to college ought to at least...know two-thirds of what is being taught already, but I don't. That's one of my problems you know....The way I feel they take it is a man ought to know at least what he's doing when he starts in here....I mean, it just looks to me like they feel a man should know something before he starts, but I didn't. I never seen any of this stuff in my life until I started.

A number of other students' experiences mirrored this comment as they found themselves in courses "over their heads" and beyond their academic backgrounds. For example:

> A friend of mine's over here, and it's not been an easy road for him....He just wasn't aware of how hard it was going to be....He didn't know all the math that was going to be involved and the English. He got in here and took a GED test, and I don't think...a GED is quite equivalent to a high school diploma....So he ran the problem of the different math situation where the GED didn't quite cover it....He's dropping out (of his math course) and backing up....If he had had a little more counseling...then I think it would have been alright.

> We had shortcomings being out of school for so long, some of us. We were really behind in some of our math, and the blueprint required us to know that, and they took it for granted that we know....We felt like we ought to have had math before we had blueprints because blueprints take a lot of math.

Given the limited academic backgrounds of many of these students, as well as the length of time they had been away from school, it seemed that a closer check of students' academic records or a more extensive use of placement testing would have helped. Even placement tests, however, were not a guaranteed solution. One student was given a math placement exam, and despite doing fairly well on it, ended up having to drop the course in which he was placed, because it was too difficult. Thus, even active testing and advising sometimes failed.

More generally, a number of students described the advising they received as inadequate. The advice they were given did not always seem helpful. In referring to conferences with advisors, those students with complaints said things like:

> I don't think (it was helpful). I just don't know about that one. They just don't want to answer you. They can't answer you sometimes.

> I feel like, well, this is my life. I should know why you want me to take this. Is this what I want? And again they say, "Well, I know what's best," or something like that. She's kind of like a mother-hen person, so I think she wants you to trust her rather than understand her....It was confusing. I find it more helpful to go to her ex-students and get the information.

> These people are in the--making this transitional jump, you might say--I don't think they are well enough counseled. They don't know what they're getting into, and there needs to be a counseling program set up so they know what's down the road two years from now if they decide to switch fields or something.

In addition, it was not uncommon for students to have seen their advisors only briefly at registration, or to have not seen them at all. Some other students did not even know who their advisor was.

> I saw her just on orientation day (her advisor). Actually I didn't really get to carry on a conversation with her. I think when they got to me, as far as the long line went, she was worn out and, you know, everyone else was worn out too. She directed me to the lady beside her, because there were so many, and they were already running late.

> I really don't even know who my counselor is.

> I don't know what her name is....She's never there.... I talked to one lady. She wasn't my advisor, but, let's see, I don't know what her name is either. I just talked to her once.

In a related matter, a few students reported that they either had not been told about the availability of tutors for most of their courses or had experienced extreme difficulty in getting a tutor after requesting one. In more than one case it may have been the difference between passing and failing a course. One student, for example, did not know that tutors existed until after he had failed the first two tests in a course and was about to take the third. Another student had to wait almost a month after asking for help before she actually started meeting with a tutor.

> I talked to a counselor about it, and he said, well, that I can get a tutor. He asked me what grades and stuff I've had in there. I told him every test I'm lacking 10 points to passing the test....And he said, "You should have come a little earlier." I said, "Well, at the time I didn't know nothing about getting a tutor." I mean, I didn't know how you go about it and everything. I said, "It was the second test before I realized that I really needed some help." I mean,.. I was hesitating to really go and ask them at first.... Now, like I said, after I found out I can get one and everything, you know, it's a little late....I can get one now, but it still wouldn't help me with the class, so as it is, I'm just going to finish the class out and take it over.

> I've talked to my advisor about getting a tutor and he says, "Well, if you think you need a tutor you let me know, and we'll get you a tutor." I said, "Well, I'm not doing too good in there." He said, "Well, I'll see if I can get you some help." But he hasn't said anything about it yet, and it's getting close to the term test.

> After I made 71 on the first test, I thought I would just study a little harder and it would get a little better. But I made 51 on the second test, so I decided it was time to get a tutor, and it took two and a half weeks to get one; and after I got her, they told me to meet her the next week, so that was three and a half weeks. And then, I knowed more than she did, and it was already too late.

Thus, some students experienced frustration with certain of the school services designed to help students. The services and their procedures were often unclear to these students, and sometimes, the services simply seemed ineffective. A number of students also expressed discomfort with the size of some of their classes. Widely required, introductory-level courses were often considered a problem, because they were too large. They were seen to suffer from depersonalized learning, because they tended toward straight lecture and inhibited discussion, and they were thought to present too many distractions. Most students greatly preferred small classes.

> That class is the biggest I got. We have 61 students in that class. To me, that class is too large. There's just too many people in there....With that many people there's no way that everybody can hear everything because you're going to have people in there that don't care what's going on. They're still going to talk. They are going to goof off. And they are going to distract other people and it's hard, it's hard.
>
> In that class, at times, it gets a little bit more rowdy, because there's 70 kids in that one class...and most of them are younger.

Thus, it is clear that new adult students encountered identifiable problems <u>in</u> school as well as outside of it. While financial and domestic problems often framed and interacted negatively with academic difficulties, the adjustment to the community college classroom and it's related academic services took on a life of its own. The classroom and its attendant responsibilities required a significant personal adaptation on the part of many of these students. Students not only had to learn the academic material but they had to learn it in the community college format and setting. Due to the limited school experience of many of these students, as well as the number of years many had been away from school, this adaptation was rarely

an easy one. There was a good deal of confusion, insecurity, and frustration as these students tried to figure out how to succeed academically while maintaining their domestic and financial responsibilities.

Facilitators to Managing the Learning Process

Despite the number and range of difficulties students in the study experienced during their first semester, very few problems were, ultimately, insurmountable. Most students did eventually adjust to being in school. They figured out how to manage the learning process as it evolved in and was affected by both their school and home environments, and in the process they came to know and respect themselves in new and important ways.

The key factors contributing to success in school seemed to be goal orientation, determination, a lack of serious financial difficulties, persistent but flexible study habits, the sincere support of family, and a conscious effort on the part of school personnel to promote success. The presence of any one of these factors was sometimes enough to help students to work their way through difficult times and fears. The presence of a full complement of these factors generally meant a positive adjustment to school in which school became a source of desired change and personal growth. Students with motivation and a network of support generally learned to deal effectively with the personal, domestic, and academic challenges of going to school. This, in turn, often fostered a sense of pride and self-confidence as well as a greater commitment to school and career development.

Economic Facilitators

While a significant number of students in the study found community college a serious, additional financial burden, many others felt it was relatively inexpensive and affordable. This was particularly true of those students whose domestic finances were not already severely strained and of those who were receiving financial aid from their school or other sources. For these students the return to school was often viewed as a "good deal."

A lack of serious financial problems was no guarantee of school success, although for many it did seem to make the adjustment to school a little easier. Students not pressed for money outside of school (quite often these were either wives in families supported by the husband's income or younger students still living at home) had more time for studying and suffered fewer distracting worries than did those students with significant financial problems. Among these students there were fewer fears of personal inadequacy, and there was less actual pressure in the home regarding financial responsibility. This allowed the students to concentrate on school and its challenges with optimism. These students tended, for example, to hold more positive views of post-school opportunity and the role education might play in enhancing that opportunity, and these views seemed related to greater commitment and determination regarding the academic pursuit of a career.

As one 20-year-old male who was living with his parents said:

> I don't have any bills or anything. I'm staying at home, I'm not married...everything just pointed to go back to school. It would be easier now that it would be after I got a good job. I bet if I didn't go back to school now... I probably wouldn't have ever. But now that I'm in school I like it, and I'll go on for my education.

It is also important to note that financial aid from the students' chosen schools provided a psychological boost as well as obviously vital tuition money. Many of the students who received tuition grants and loans would not have been able to attend school otherwise and, as a result, they were surprised, pleased, and grateful. In this way these awards fostered a certain amount of pride and self-confidence even before school began; and in the process they produced a sense of responsibility on the part of these students with regard to their own academic success. Being honored financially seemed to contribute to the determination some students possessed as they faced the challenges of returning to school.

Thus, while tuition aid and financial support at home were not necessarily the keys to task #2 success, they did in many cases ease the path and offer encouragement. It is true that economic difficulties and related employment goals were often powerful positive motivators for many of these students, but there was a certain level of financial strain and frustration after which school seemed simply too much to bear. It is clear that those students not suffering severe financial stress as they entered school stood a better chance of succeeding.

Home and Family Facilitators

Not enough can be said about the importance of family support for students' efforts in school. Students pleased with their adjustment to school consistently reported that family encouragement and help were key factors in their success. Relatives and family members took over child care and housework responsibilities, and children, siblings, spouses, and parents offered enthusiasm and pride. With this kind of support, students

were able to see their way through the fears and frustrations of the first semester without losing their commitment and determination.

A 20-year-old male noted the importance of his parents' support:

> Mom and Dad, they understand, you know. They like to know how I'm doing all the time, and it makes me feel, you know, a lot better. They're pretty proud of me too, because I started, you know, college and everything. They know I'm really trying hard, the best I can to, you know, to do good. I mean, that helps you a lot to have somebody supporting you.

A 36-year-old father of three, who had worked in coal mines for 13 years, attributed his enthusiasm and persistence in school to the encouragement and academic help he was getting from his wife and children. His family was pulling together on his behalf, and this helped keep him going.

> I stay enthused about school, and the only way I've done that is I have had support from my wife. She is behind me in saying, "I want you to do your best," and that keeps my energy level high. If I didn't have that it would be real low....If I hadn't had my wife to sit down at night, you know,...without her help I couldn't have made it, because I would've said, "Well, this is just too much for me, you know." But she sat down with me and was real patient, went over, you know, the fractions and decimals and things....I get support from my wife and my family. They say, "We don't want you to go back in the mines. We want you to go on with this whatever the outcome is and try to better yourself and get out of the coal mines and do something better." I remember that when I feel down, you know.

Finally, a number of women noted the importance of the encouragement and housework/child care help they were receiving from their husbands, relatives, and children:

> My husband thinks it's fantastic. He preferred me coming back to school rather than going back to work, because he felt that, in the long run, this is an insurance policy should anything happen to him unexpectedly....My husband is a great help. He helps at home, and he insists that the girls help also, because there for so long I did everything, and they

> had to learn that when Mom's gone if you want something done or something needs to be done you have to rely on yourself instead of her....I'm receiving lots of encouragement about my coming to school and everyone around me is comfortable with it. Family support and friends that know I've started back, they think it's really a good thing,...and they wished me the best. It does make it easier....My husband is my biggest fan.... Basically, it was his encouragement that got me to come to school. I always half thought I would like to return, but he was so excited about the prospect of me coming back to school that it, you know, encouraged me more than anything else to do it.
>
> My husband is very helpful. He tries to keep the children away from me. My children try to help with the housework on Sunday. We try to have a schedule.... Now that we're going into exams, they will clean for me for the next two weeks. They are very very helpful.... They really, you know, they're troopers. I've gotta give them credit.
>
> My mother-in-law has been, you know, even with the job she has now, taking care of her mother, she has been, you know, great about keeping our daughter. My husband, he's cleaned the house, you know. Anything to get the kids, take them out for a while--just to give me a little time to study.

It is apparent, then, that students who enter school with the support of their families have many advantages. They not only have a network of people willing to take over some of their previous domestic work responsibilities, but they have a broad base of psychological support provided by the most important people in their lives. Family encouragement for success in school gives students emotional sustenance and armor in the face of major challenges and adjustments. Those students whose interviews are cited in this section all had above average grades for the first semester. They also reported greater enthusiasm for school than did most of the other students interviewed. The one thing these students have most obviously in common is family backing. Thus, it seems that when a student's return to school is

considered a family effort and event the adjustments are easier and the chances for school success are increased. As a 34-year-old mother of two summarized:

> I'm having less trouble than I thought I would....I think it's mostly the support of my family; knowing that they are behind me, you know, all the way.

Personal Goal Facilitators

Closely related to issues of money and family support are issues of motivation and persistence. Although a student's level of motivation is somewhat intangible, the interviews do make clear that those students who entered school with personal and financial goals plus enthusiasm and determination were more likely to succeed both emotionally and academically than those students who entered with only a vague hope that school would improve their employability.

The most common reason successful adult students entered community college was to increase their opportunity with regard to employment and job advancement. Some students were trying to get out of the clutches of unemployment; some were trying to move away from what they felt was a category of low paying, boring work ("hamburger work" is what one student called it); and others were attempting to re-enter the work force after years away from it (these were primarily housewives). Such employment goals and motivations were central to the determination necessary to succeed in school.

For example, a 43-year-old wife and mother just laid off, said:

> I think, just knowing that if I get through this I might have a chance of getting a decent job, making decent money, I think that is what really made me want this....You know I got this chance, and I thought, well, you know, I'm going to make the best of it and try to take advantage of it to the fullest extent, you know.

A 20 year-old-male, who was dissatisfied with his gas station job, observed:

> I think it was good I stayed out a year or two, because it really showed me, you know, the value of having a good job, because it's hard to save up....Schooling is a lot to get a good job. I need a good job, you know, I think about getting married, buying me a sports car and everything, and there was no place out there I could get a job that would help me do that.

A 31-year-old father of three, who had been injured in two coal mining accidents and could not return to mining, said:

> I'm here (in school) because I got to get me some kind of job so I can have some way to support my family. There ain't no way I can go back to the mines.

And, a number of older women reported that they were back in school, because it represented "job insurance." For example:

> I quit work after I got married and stayed home and was wife and mother for 19 years, and then my husband had a heart attack. And, when I had to re-enter the job market I found that I was being penalized for having stayed home and been wife and mother. And I would have to go to work for minimum wage, and I realized that minimum wage cannot keep up taxes and utilities, etc., for me and my two college-age children. My husband's back to work now, but rather than taking a chance...I want to be prepared and this is my insurance.

Employment goals were not the only motivators driving students to success, though. There were also those students who saw the return to school as a chance to do something with and for themselves. This did, of course, have an economic component, but it also had a more abstract developmental meaning. There were, for example, a number of women who entered school in order to get "out of the house." For them, school and the prospect of a job were pleasant alternatives to "soap operas and boring housework." It also meant self-esteem.

> Well, I missed gettin´ out. You get married and you get a baby, you´re right there at the house....I was gettin´ stale.
>
> I feel like I´m doing something with my life. I don´t feel like I´m just, you know, staying at home and playing, you know, "the bitch." I feel like I´m accomplishing something.

In addition, there were those students who had wanted to go to college for some time but had not been able to schedule or afford it. These students generally entered school with enthusiasm and a clear idea of what they wanted to achieve. For them going to school was a privilege.

> I´ve really been wantin´ to go back for a while. I´ve got three children at home so I had to wait until my baby got--she´ll be two this month....Before I ever had children I thought about it and of course you have to wait....I´ve thought about it for quite a few years.
>
> This is my life´s ambition (to become a nurse). I think since I was a child, it´s been a life ambition.... I´m not going to give up on it. This is what I want to do.

And so, having goals and strong motivations, regardless of whether they were purely economic or partly personal and self-worth oriented, seemed to contribute to students´ success in school. This was not <u>always</u> the case, however. There were some students who possessed specific goals and good reasons for being in school who did not fare well during their first semester. Among these students a key missing characteristic appeared to be a sense of determination rooted in optimism and self-confidence. While this kind of determination was sometimes the outgrowth of family support and a lack of serious financial problems, it was also something of an intangible. Regardless of its origins, though, it was an all important factor capable of helping students through some very rough times.

One young mother, for example, had a husband who was opposed to her going to school and who had been chronically unemployed since the birth of their three-year-old son. As a result of these problems she was determined. Despite these problems she remained self-confident and optimistic.

> I'm doing it, because I want to do it with all my heart....It's going to work out, because I'm not only doing it for myself, but I'm doing it for my little boy who's going to have something. I'll be working and things, but I know that he'll have the things in life he needs.

This woman had a 3.7 average at the end of the semester. Other successful students said things like:

> I'm going to make it through some way or another. I'm going to be kickin' my heels together and gettin' through it.
>
> I've never thought of dropping out. I'm determined. I'm determined to get at least an associate degree in something.
>
> It's something that I want to do, and if it's something I want to do I try my utmost to do it to the best of my ability.
>
> You've got to want to learn. If you don't want to learn it's not going to be any benefit to you at all. Life's what you make of it. If I want to sit here and be happy with C's, then that's all I'm going to get is C's. But I've got to strive for the A and hope I get a B out of it, you know.

What the interviews indicate, then, is that goals provided the requisite direction and drive while optimism and self-confidence provided the necessary resilience as students faced a variety of challenges and frustrations during their first semester. Even successful students encountered all sorts of fears and setbacks. Without goals, determination, optimism, and flexibility these students would have been much less capable of deciding how to address some difficulties and accept certain others while moving ahead.

Facilitators Involving the Ability to Adapt to School

In association with having goals, determination, and a positive attitude toward school, it was also advantageous for students to possess good study habits, a willingness to concentrate on schoolwork, and the ability to analyze academic problems and adjust accordingly. These were the qualities and skills which most directly facilitated success in school. Although the schools and some teachers offered courses and help in developing study skills (such aid will be discussed in following sections), learning to study effectively was primarily the responsibility of students. In their interviews, students indicated that certain techniques proved more successful than others.

Most generally, successful students noted the importance of making school the top priority in their lives. This meant that despite many other activities and responsibilities these students gave school considerable attention. Some students talked about having given up certain duties in order to do better in school. Others discussed the value of concentrating during classes and while doing schoolwork. Almost all agreed that school needed to be taken seriously.

> There's some things that I'm definitely going to have to cut back on besides being a mother and a student and a wife. I'm a tupperware lady, a PTA board member, president of a ladies' auxiliary for the fire department, etc. I like ceramics, but I haven't done any in quite a while. There's just so many things time consuming here....But school's more important than these things. I like them all. I will probably be active to some extent with them but not as much as I have been, because I feel like, if I want those things later I can do them <u>after</u> I get the schooling. I need to get the schooling first.

> My whole world revolves around school right now. If I'm in school, that's what I worry about first.

> Usually my schoolwork comes first. I try to do my housework <u>after</u> I get finished with my schoolwork.

More specifically, successful students reported the virtue of a number of particular study techniques. Most of these students, for example, noted the importance of establishing a committed but flexible study schedule. Having a schedule helped students "stay on top" of their assignments. But, given the ever-changing demands on students' lives both in and out of school, it was also important that students be able to accommodate unexpected events and responsibilities. Thus, the most effective approach along these lines seemed to be studying whenever there was free time and making sure there was sufficient free time. In short, it seemed more important to study a lot, then it did to try to adhere to a strict study schedule, although having some kind of a basic routine did help.

> I just study most of my free time instead of watching TV. I try to study then and around the kids' schedule. I study a lot after they go to bed. I do this every day. I do try and study every day on everything that I, you know, have done the same day, but some days I can't. I can't do that, because I've got other things to do; like I have to go to the grocery store or, you know, just do laundry or things like that. I can't explain it, but I really do put all my energy into my studies.

> At first it was hard to get into it, but I've kind of locked myself more into a schedule at certain times of the day when I have free time, especially like a couple of hours together. I'll sit down and study then.

> Here at school, I generally spend this hour in the library, studying whatever needs it the most. And I have to wait 50 minutes on my son on Monday, Wednesday, and Friday, and I spend that 50 minutes in the library each day. So I spend almost two hours a day in the library on Monday, Wednesday, and Friday. And that's structured time. At home in order to get any study time along that does not interfere with anybody else's existence, I get up early on Tuesdays and Thursdays and do studying, perhaps as much as two hours, before I get ready to come to school. And, then, like when my husband goes to work at 11, sometimes I study after he's gone. So I do manage to make the time to study.

> At the moment I just go day by day. I know basically what I have to do for tomorrow or let's say the week, and I've found that it's easier to be flexible than it is to just sit down and say I'm going to study this at 1:00 or 2:00. Right when I get home, I'll usually study, though.
>
> I made up a schedule a couple days,...but usually something comes up. They change my work schedule or something like that. I usually just study whenever I can, whenever I have free time. I just go get a book and study on it. Like right now--the next three days I don't work, so I can study about anytime during the day I want to. Usually I study right after I get out of school.

Along with this schedule flexibility, successful students displayed an ability to develop and adjust their studying on the basis of experience. They were analytical about their academic performance and problems and developed effective learning strategies on the basis of this ongoing analysis. They thought hard about and figured out what techniques worked for them, learning in the process how to compensate for their weaknesses, how to adapt to different teachers' styles, and how to seek help before problems became serious.

> The first test I just went through and read and looked at my notes and took the test. Well, then I figured out I had better get some better study habits, because I didn't do very well on the first test. So the second test I really studied. I underlined in the book and I knew everything. I mean I really studied on that test. And that helped a lot. I knew the information on the test.
>
> He (her teacher) has his own style, so we have to learn his style....At first it was kind of confusing, but now I've learned to work his way.
>
> I've noticed, I mean I finally figured out, she puts a statement on the board, and it's usually a solution to something and then she goes back over here and puts down the subject of the problem. So I figured that much out, and I leave room in my notes to go back...and get that. I've only had one test in there, and I was so scared that I'm not sure whether she does the same thing in her questioning on tests. I'm going to really watch for that tomorrow.

> It's comin' back, you know. After you take a couple of tests you know exactly what he's going to ask, and you kind of get that down. He goes mainly on the notes.... I read a chapter and go over my notes and then go back over my book.
>
> I edit my homework with red pen. That way I know what I have done wrong and then that helps me when I'm studying for a test....That way I can see where I made my errors and it helps me.
>
> I talked to my history professor, because I thought I had flunked the last test, but I didn't. I came through with a big plus on it. But I told him, "Now, if I flunk this one, you know, I'm going to have to do something and see if changing my study habits really helped in the last test I passed."
>
> When I'm not doing too good, you know, I will get help. I always end up going to get someone that knows more about it than I do and get them to help me.
>
> I went up and asked at student services if anybody knew how I should study for Miss _____'s tests. And the lady up there looked at my notes. She said what have you been doing, and we reviewed my study guide and what I had been doing. And she said, "I don't know anything else to tell you. You're doing just what I would do."

This pursuit of effective study methods produced a number of specific techniques consistently associated with success. Most commonly, successful students attributed their academic success to taking thorough notes on both lectures and readings, keeping up with daily assignments, reading and editing class notes, and rereading the text assignments when necessary. When applied in combination these techniques allowed students to deal with information at a rate conducive to comprehension and understanding and to avoid frustrating and ineffective cramming before exams. For example:

> I always try to go over each thing ahead of time, right before class. I always like to read over it at least twice and then that gives you an idea of what is going to be on the exam. You can kind of get it in your mind. It's not good to cram it all in at once, because when you get in there you get all tensed, and it just all leaves you.

It's easier to remember something if you write it down and read it out loud to yourself than it is if you just glance through it.

I write a lot. Everything I think of when I study, I just keep writing, and I think that helps a lot.

I take a lot of notes...kind of my own language--symbols and everything. I always go back later that day and rewrite them, which helps me to remember them.

The more you do, the more you learn how to do it. Like, at first you try to write down everything the man says. And later on you have learned to hit the high spots, pick out the important things and write those down.

Yeah, I'll go back over and read my notes at home. I'll read, go back over what we've studied that day. I go back home, that night when I put the kids to bed, then I'll go back and study my notes....There might be definitions I have left out or something, so I'll go back through the book and read through it and correspond it with my notes.

If I start a chapter I like to finish the whole chapter, go over my notes, and review it all at the same time so I can learn what's in them. If I read half a chapter and go someplace else and come back, I just have to read it over again. It doesn't register at all.

Before you go to lecture you really have to read your assignments, reading the chapter before you have the lecture on it, being familiar with what they're going to talk about, because they're going to use all the terms and stuff that are in the chapter. Unless you read it...you're not going to know what he's talking about.

Every class that I've got gets studied each day regardless. I won't have a test in psychology or sociology for maybe another week or two, but my notes are studied daily, because it's a lot easier on me, reviewing my notes each day rather than cramming all at once. You don't remember when you cram.

I go back over the book and read it again to see if I missed anything. The reason I go back and read it again is to review....I just read and think about it a lot. I read it again to see if I get the same thing, see if I remember the same things. I'm trying to pick out what the subject, what they're talking about. And trying to remember examples.

It is also important to note that a few students benefited greatly from the tape recording of lectures. Having a tape of their lectures allowed these students to worry less about the constant notetaking in class, and it provided them with a permanent resource to which they could refer for purposes of clarification. Those students who tape recorded their lectures were very pleased with the consequences.

And so, students who achieved success academically did so by developing determined but flexible study plans which suited their individual styles and needs and which were centered around a commitment to notetaking, text reading, and daily class preparation. Such plans allowed students to keep up with their course assignments, to organize material in a memorable way, and to prepare for exams without the pressure of last minute cramming. They also allowed students to accommodate a variety of nonschool responsibilities and distractions and to deal with teachers' differing and sometimes opaque styles. Such plans were, then, crucial facilitators of not only academic success but a broader sense of growth. As students' academic strategies evolved their performance generally improved, and as their performance improved their confidence grew and their anxieties faded, leading to further success in school and greater confidence at large.

Classroom Facilitators: Teachers, Instruction, and Learning Materials

Despite the obvious importance of students' attitudes, study habits, and networks of emotional and financial support, what happened in the classroom regarding teachers and their methods of instruction also made a difference. The interviews make clear that teachers and how they taught did have considerable impact. Students consistently reported that teachers who

reached out to and encouraged them and who followed a clear organization of their material, allowing time for examples, practice, and review along the way, were teachers who generated the enthusiasm and understanding required for academic success.

It is almost axiomatic that students will work harder for teachers who plan for and care about the success of their students. The interviews are full of reports supporting this view. Many students in the study had and deeply appreciated teachers who were both enthusiastic about their subject and sensitive to student problems. By and large, students in the study liked their teachers. For example:

> I think my teachers really are interested in the classes they teach. They are enthused about it, and they get to the point. They don't pull no punches on you, none of them that I have. And they express their feelings about the subject, too, whether they enjoy it....If you know someone enjoys doing what they're trying to teach you to do, then I think you learn.... The teachers here, they tell you if you have a problem, you know, to come and see them, and they would help you in any way that they can. They're very understanding, I think, with the students that are, you know, have been out for a long time, and they take an interest. And I think that gives you more of a sense of security.
>
> They care, and that's something that I don't think you had so much of in high school. The professors do care. They try to help you.
>
> In my biology class I made an E on my first test. I went up there, and I talked to my instructor, and he told me, he says, "You're having problems?" I said, "Yeah." And he says, "Well, the best thing I can do for you is to tell you to go over to Student Services to get a tutor. Between your tutor and me, we'll get your grades up." So I took his advice...and went up there and got a tutor. This is what I mean, you know. They try to help you as much as they can. At least with the instructors I got right now. They show that they care. (This student got a B in biology.)

> I don't have an instructor who would not go out of their way to help you....I was having problems with some chemistry equations, and my teacher was real helpful. He sat down here in the library after class one afternoon and, you know, went through every step, and after that I didn't have any problems with that.
>
> At the beginning I was discouraged about myself in welding, because I just didn't think I was doing it right, you know. I couldn't weld, but, you know, he talked to me about that, and he was telling me all of them, when they first start, is the same way....He come up to me, and he talked to me and encouraged me to go on....When the instructors talk to me, and they like what I do, the work that I do, I guess that's what really encourages me, keeps it going for me.

Thus, teachers who worked actively to encourage and help their students did have a positive effect. They added to the students' network of emotional support, and they gave students the extra academic attention they often needed. Teachers who organized their courses thoroughly and clearly at the beginning of the semester and who allowed for plenty of explanation, practice, and review also achieved positive effect. They relieved students of much of the anxiety associated with preparing for exams, and they made the material more relevant and accessible.

Along these lines, it is apparent that for students in the study, who commuted and generally were not able to spend a great deal of time on campus, textbooks were a key resource. They represented a portable and thoroughly organized reference for each course. It is not surprising, then, that a number of students felt their most successful courses where those which followed a textbook closely. When things got confusing in class the text could be read and reread for clarification, and when the text was not easily understood explanation was often forthcoming in lecture. Even more importantly, though, students reported the desirability of a clearly organized

and closely followed syllabus. Students in the study definitely needed a stable reference point for the purpose of figuring certain things out on their own when other resources were not available. A good syllabus helped in this regard.

> For one thing, the syllabus the teachers passed out gives me an opportunity to go ahead and know what's expected of me. If I feel like I'm pretty well up with the teacher or even if I get ahead, I think that helps out a lot. Sometimes that way when it comes time and I have to play catch-up in another subject I still won't you know, I won't lose it.

Students also found learning and good grades more attainable when teachers took time to explain difficult concepts and develop understanding through practice and review. Much of the material being taught was new and mysterious to these students. They needed examples to make it accessible and time to work with it and make it their own. One student, for example, contrasted the explanatory and rote memorization approaches.

> There's one particular teacher, everything she discusses she shows examples, and you know, she'll talk about it for a long time and that makes it stick in my mind, you know, when she gives these examples. And then I have another one that just stands and reads off and you write it down and you're supposed to remember it, and she never gives any examples. She never explains or anything and it makes it real hard to understand it and remember it.

Other students supported this view:

> It's not so bad, really...we have our textbook and she seems to be giving us lots of examples.

> If there's something you don't know he'll explain it to you....he's real nice. I like him. He'll put something on the board, and he'll say, "If you don't understand, just let me know and I'll go over it again," you know.

> Biology, I thought that would be my trouble, you know, but it's real easy. I mean, he writes stuff on the board and while he's writin' it he explains what each thing does, like different parts of cells and stuff.... He helps you understand.

As already noted, students also observed that they needed time to use and try out the information they were being given in class. Only with practice and review were they able to understand certain material. Small study groups, worksheets gone over in class, and thoughtful review before exams all presented such opportunities. For example:

> The second worksheet I didn't understand as well. After we talked about it in class she gave the answers, then I was able to link the answers with what was on the sheet and I understood it a little better....After we went over it in class I understood it better.

> On Tuesday he'll go in and assign the work and, you know, he'll show you how to do them then, you know, a little bit. Then, if you don't understand what you did on Tuesday then you come back. It's really a one hour course, but you come back Thursday and he'll, if you have problems, a certain problem or something, he'll show you how to work it and everything like that. So that really helps....It seems to help a lot.

> I'll tell you what really helps me is studying with other students, swapping ideas. And they sort of encourage that in some classes. Dr. _____, she does that and that's great. To me that's great. And even in the math class it's good....You can always help one another, and then if there's a person with a real problem in comprehending she can work with him more.

To sum, then, students found most interesting and were most successful in those courses which were well organized and taught by compassionate teachers and which allowed for substantial pre-exam and review of the material being taught. This is hardly a surprising finding, although it is an important one. The students in the study faced an unusual number of challenges and uncertainties during their first semester of school, and many of these originated in the classroom. Helpful, understanding teachers who followed a clear syllabus and employed lots of examples, nonthreatening practice, and review prior to exams both defused some of the fears associated

with academic uncertainty and made potentially complicated material more personally meaningful and accessible.

Institutional Level Facilitators

Some students also received important assistance from advisors and various institutional services. They not only got support and academic help when experiencing problems, but occasionally they received guidance and training which were preventive in nature. Although not all students were satisfied with the guidance they received, many did report that advisors, tutors, and extra study-skill classes had made a significant difference.

A number of students with special or unusual problems noted that school personnel in general gave them considerable encouragement during their early weeks in school. This helped them through a difficult and intimidating period of adjustment. The man with the bad back as a result of two mining accidents said, for example, that this kind of support was central to his success in school:

> I would say, you know, a lot of it was in the encouragement. The people at the college encourage you. That helps a lot. Like, this guy over here (an admissions counselor), I talked to him three or four times, and it seems to me like everytime I talk to someone like that, with their ability to get you to want and like school, it seems to me, like it helps a lot.

Another student, a woman experiencing severe hypertension and anxiety as a result of her return to school, reported that she was receiving special counseling that was very helpful.

> I'm seeing a counselor, because I have a tendency to get hyper whenever I take exams or am under pressure. And he's helping some with this, and I was referred by him to Dr. _____ (a psychologist). She seems to be very helpful. She's a concerned person. I like her very much.

A number of other students reported that their advisors, specifically, had given them good ideas and a great deal of attention and support. Certain advisors were cheered for their flexibility, their suggestions and help in getting tutors and study-skill classes, their help in engineering class and scheduling changes, and their guidance with regard to course and career selection. In addition, a few advisors were praised for going out of their way to monitor their students' progress in school. Advisors who looked after their students in hopes of helping them achieve success did seem to inspire commitment and optimism.

> Yes, my advisor is helpful. As a matter of fact I just finished going by. I had missed an appointment, which was like an informal talk to see if we had any troubles or anything that we needed to talk to her about....I've gone to her about three times and most of the stuff has been very well explained to me. I haven't had to hunt her down or anything like that, either. She's been available, and just the idea that she is there, available, makes it a lot easier....There's somebody that has been willing to help me every time I feel like, you know, I need it, or I'm going to have a problem. And it seems like I can cut it out before it gets started. I feel like if most students can do that, get it cut or stopped before it gets started, that helps.

Even more specifically, certain students praised their advisors for having recommended a course schedule that allowed them at the outset to develop a sure footing. Some students, for example, were guided toward courses which gave them a chance to refresh their knowledge and study skills through review or which developed new skills fundamental to successful performance in other courses. In addition, some students entered school with a part-time rather than a full-time course load, and this made their initial adjustment a good deal less severe. All in all, such techniques served to increase these students' chances for success. They contributed

to good academic performance and as such led to the development of self-confidence.

> My advisor said it would be best that I go back and review on this before I took college algebra,...which was probably a good idea, because I had forgotten a lot of my math.
>
> I'm glad...I've got really an easy semester this time, which is the four subjects. Of course I decided to do it that way since I hadn't been in school for so long, because I wasn't sure what it would take for me to do it, to be able to pass....The idea that there is a place I can go to get help makes it easier, and most of the people around are willing to help....I feel that I'm doing well.
>
> In the English class they teach us a sort of pre-reading technique, to help us comprehend better. Which I found out it does. I didn't really know exactly how to pre-read anything. And it helps me to comprehend more.
>
> If you take this book...you can read it or you can <u>really</u> read it and get something out of it. So, Advanced Reading and Comprehension helps you do that and now, with these textbooks, I have no problem with them.

Similarly, special study-skill classes and tutoring services, which were often recommended by students' advisors, served to help students deal with their academic problems. Notetaking courses, for example, helped students become more efficient and better organized, both in class and in their studying.

> I have a class from Mrs. _____ upstairs in the library, and she's been showing us different things, like we're getting back into notes again, and she goes over it, you know, back on the shortcuts and stuff like that... I'm startin' to pick up on that class. I'm startin' to pick up from it and apply it to, like, my sociology class....I would say it's a very helpful class.... There's note sessions where you take notes and you go over them. She goes over your notes with you to see what you took that really didn't have anything to do with what you were, you know, takin' notes of. And she shows you little shortcuts and everything like that. And so I think that class helps me a lot.

And, tutoring helped students deal with academic material that had become confusing, threatening, and frustrating:

> I used a tutor, and it did seem to help. At Special Services she ran a lab summary. She told us about math, and she gave us a workbook that we returned after we used it. I passed my test the second time okay.

> A tutor works with me on my spelling, because I've always had a problem with that and my speed reading. I can comprehend, but in a speed reading situtation I've just never been able to read fast and comprehend, so she works with me personally on that and the spelling. She supplies all kinds of materials. Just about anything I can think would help, she can come up with something that might help. And Mrs. _____ supplied us with a tutor for her class. So, if I have a problem or something I don't understand, if I need some extra help, I can go see her.

Thus, it is apparent that advisors and special services do make a difference. Many adult students seem to need remedial coursework and built-in success during their first semester in order to bolster their confidence and convince them that school can be a fun and rewarding venture. Thoughtful and supportive advisors can help students plan for success, and a network of additional academic and psychological services can provide students with a variety of options when problems develop. It is clear that the existence of such services benefited greatly a significant number of potentially borderline students in the study.

Interview Summary

In summary, it is important to emphasize that while most of the students in the study experienced problems in adjusting to school, many, although by no means all, eventually developed marginal or adequate ways of managing the learning process as it was affected by factors both in and out

of school. This means that some of the students interviewed were not able to develop the academic skills that would lead to a sufficient success during the first semester, or they were not able to develop the strategies for balancing school, home, work, and financial responsibilities. For the few who were very successful and able to develop new career plans and life strategies, a new sense of self-worth and optimism sometimes began to form. The following table provides an overall summary of the impeding and facilitating factors identified through the interview analysis for task #2.

There is, of course, no way for schools to eliminate or prevent many of the impediments detailed in this report, but schools can work to help adult students anticipate and deal with most of the problems mentioned. By doing so schools will greatly improve the capacity of these students to manage the learning process by manipulating and controlling their unique set of circumstances, and improve the students' immediate chances for success in task #2. If community colleges can achieve such goals for large numbers of their adult students, they will have accomplished a great deal, for these are the foundations of optimism and long-term self-initiated growth or life-long learning.

Table 1

Relationship of Task #2 Barriers and Facilitators to Managing the Learning Process

Barriers to Managing the Learning Process	Facilitators to Managing the Learning Process
Economic Impediments	Economic Facilitators
Home and Family Impediments	Home and Family Facilitators
Travel and Transportation Impediments	
Unique Personal Problems	
Impediments Related to the Absence of Personal Goals	Personal Goal Facilitators
School Adjustment Problems	Facilitators Involving the Ability to Adjust to School
Classroom Impediments: Teachers, Instruction, and Learning Materials	Classroom Facilitators: Teachers, Instruction, and Learning Materials
Institutional Level Impediments	Institutional Level Facilitators

SECTION III: DAILY LOG REPORT

INTRODUCTION

By comparing data from personal interviews, individual time logs, and first-quarter grades, an analysis was made of the factors that influence adults in their success or failure to manage the learning process during their initial 10 to 12 weeks of college.

This report presents part of the findings for this research based upon an analysis of daily logs kept by sample student populations during the fall of 1983. It covers the specific activities reported by students and helps to identify the critical factors affecting adult learning on an individual basis by sex-group and institution. Reference to individual interview data is made where appropriate to help make more explicit the adults' attitudes and to help explain the importance of specific factors that affect adult students in managing the learning process.

Subjects Participating in Daily Log Data Collection

The subjects of this study were adult students from the target population identified at Ashland Community College and Southwest Virginia Community College who were asked to keep daily logs for a one-week period during the first half of the fall term of 1983. Twenty-eight respondents were female and seven were male. ACC had 14 female participants and 3 male. SVCC had 14 female participants and 4 male. The larger proportion of females in the sample reflect the overall higher enrollment of adult females than males in the target population at both colleges (ACC 62 percent and SVCC 66 percent).

Information written about hourly activities in daily logs was generally more detailed and specific among female participants than male in both schools. One male did not complete the daily log and another male's log was sketchy. Similarly, one female did not complete her log and four females had sketchy logs.

The return of daily logs was as follows. (1) ACC - of seven males who received logs, three filled out and returned them. Of 35 females who received logs, 14 filled out and returned them. (2) SVCC - of nine males who received logs, four filled out and returned them. Of 26 females who received logs, 14 filled out and returned them.

Not all students who filled out daily logs were interviewed--10 of 14 females and 1 of 3 males at ACC were interviewed. At SVCC 6 of 9 females and all 4 males were interviewed. Data from institutional records were collected on all members of the target population from which the interview and daily log samples were selected.

Characteristics of Sample Population

The sample groups at both institutions were analyzed by sex. Table 2 presents a summary of the characteristics of the adults that completed the daily logs. For information on individuals, see the detailed summary of sample characteristics in Appendix B. The following is a composite description by sex and institution of the adult respondents.

ACC females (N=14). (1) average age was 30; (2) eleven were married, two single, and one divorced; (3) ten had children (a total of 19); (4) one worked part-time; (5) eleven were full-time students and three part-time; and (6) overall grade point average for fall quarter was 3.15.

Table 2

Characteristics of Sample Population

Characteristics	ACC		SVCC	
	Female	Male	Female	Male
Sex	14	3	14	4
Average Age	30	27	29	32
Married	11	1	10	3
Single	2	1	2	1
Divorced	1	1	1	0
Number With Children	10	2	9	3
Work Part-Time	1	1	2	1
Work Full-Time	0	1	1	0
Full-Time Student	11	2	11	3
Part-Time Student	3	1	3	1
GPA for Fall 1983	3.15	2.5	3.2	2.25
Number Enrolled for Next Term	13	2	10	4

ACC males (N=3). (1) average age was 27; (2) one was married, one single, and one divorced; (3) two had children (a total of 3); (4) one worked full-time and one part-time; (4) two were full-time and one was a part-time student; and (6) overall grade point average for fall quarter was 2.5.

SVCC females (N=14). (1) average age of participants was 29; (2) ten were married, two single, one divorced; (3) nine had children for a total of 14 dependents; (4) two worked part-time, one worked full-time, and two were on work study; (5) eleven were full-time students, three part-time; and (6) overall grade point average for fall quarter was 3.23.

SVCC males (N=4). (1) average age was 32; (2) three were married, one single; (3) three had children for a total of six; (4) one worked part-time; (5) three were full-time students and one was part-time; and (6) overall grade point average for fall quarter was 2.25.

ANALYSIS OF DAILY LOGS

In order to determine how students as a whole and by gender spent their time during a sample week, daily logs were kept. An analysis of the daily logs was made by both individual and composite sex-group time expenditures (see Appendix A for a sample set of instructions and daily log form). Categories of major time expenditures were chosen based upon the content of the daily logs and include:

- activities that would be necessary for daily home and family responsibilities,
- activities necessary to complete school studies and assignments, and
- activities that could be considered "expendable" in view of decreased time available, such as time spent in social and recreational activities.

Time periods noted by students in daily logs were aggregated in minutes spent on an activity and then converted to hours. On the basis of this, the analysis of how students spent their time during the target week reflects the following:

- Individual allocation of time according to major categories of activities. Individual time allotments were noted on both a daily and weekly basis and then converted to average hours spent per day in each major activity.
- Sex-group allocation of time according to major activities studied was noted on a composite basis for each day of the week daily logs were kept.
- Comparisons were made of weekend and weekday allocations of time for the major activities noted.

Major categories of time expenditure selected for individual analysis and group comparison are:

Time spent in class and class preparation. This category includes time spent in class and class preparation. The average number of daily class hours for the daily log sample is coupled with the average daily time spent in preparation and study for analysis purposes.

Time spent in school travel. This category covers the time reported on daily logs involved in getting to and from school. It emerged as a category for analysis because of the unexpected levels of time required for travel at SVCC where travel time is as high as five and a half hours per day.

Time spent in home and child care. This included any activity spent in home maintenance or any time spent with children (babysitting, cleaning, shopping, chauffeuring, upkeep of automobile, home, or yard). Personal time spent with children was also counted in this category.

Time spent in social and recreational activities. This category includes time spent with extended family and friends, church attendance, and watching television. When it appeared that social activities were occurring concurrently with other activities like watching television and doing housework, the time was counted in categories 1, 2, or 3 and not social and recreation.

Time spent in paid employment. This category is regarded as a basic part of adult responsibility and is included even though unemployment seemed to be a factor for some adults, particularly males, in attending school.

A detailed analysis of the daily logs was completed after the categories were established. These categories are used as the framework for analyzing and reporting adults' activities for one week during their first several weeks in school. The analysis was done by institution and by sex. The general results are presented in the following discussion and series of tables and charts.

The first set of summaries is of the average daily time spent in major activities related to the five categories derived from the data as the framework for analysis. These data are presented in Table 3 for ACC and Table 4 for SVCC. This information is organized by sex and displays the amount of time adults spent in each category during a week of school and on the adjacent weekend.

It is important to note that when focusing on the time expenditure values for a group of individuals, certain individuals will in some cases spend more time in the specific categories and for the total day in fulfilling their interests and responsibilities. The second set of summaries

are displayed in graphic form in Charts 32-35. This information is organized by sex and institution, and displays in proportionally representative bands the amount of time spent in each of the five categories on a daily basis. These charts make visual comparison of adult time utilization easier.

Chart 36 has been prepared to show the average weekday schedule for selected adult students from both research sites. These adults can be identified using the coded identification along the base of the chart. For example, AF104 is ACC female sample #104 and SM126 is SVCC male sample #126. Additional data on these individuals can be found in Appendices B, C, and D.

The last summary is presented in Chart 37 and provides a comparison of the average amount of time expended in each category by sex and institution. This graphic helps to demonstrate the difference in time expenditure resulting from adult sex role and to some extent geographical characteristics affecting the time requirements for transportation to and from school.

MAJOR CATEGORIES OF TIME EXPENDITURES

Class and Class Preparation

This category includes time spent in class and class preparation. The class time is arrived at for individuals in the daily log samples by dividing the total number of credit hours enrolled for by adults in the sample and dividing the product by five (days). For example, the SVCC female sample of 14 is enrolled for a total at 199 credit hours or 14.21 per student. This number of credit hours or class hours per week equals 2.84 class hours per day. This time, coupled with data from the logs on the average daily time spent in preparation and study, forms a category for analysis purposes.

Table 3

Summary of Average Daily Time Spent in Major Activities During Week and Weekend

Acc Female (N=14)

Composite of Average Daily Hours Spent in:

(1) Class and Class Preparation:

(a) Weekdays - 5.22 average hours per day
(b) Weekends - 3.06 average hours per day

(2) School Travel:

(a) Weekdays - 1.08 average hours per day

(3) Home and Child Care (cooking, cleaning, shopping, chauffering, time with children):

(a) Weekdays - 4.34 average hours per day
(b) Weekends - 3.84 average hours per day

(4) Social and Recreational Activities with Extended Family and Friends (including watching TV, personal recreation, church):*

(a) Weekdays - 2.56 average hours per day
(b) Weekends - 4.66 average hours per day

(5) Paid Employment:

(a) Weekdays - .28 average hours per day

ACC Male (N=3)

Composite of Average Daily Hours Spent in:

(1) Class and Class Preparation:

(a) Weekdays - 4.29 average hours per day
(b) Weekends - 2.03 average hours per day

(2) School Travel:

(a) Weekdays - .05 average hours per day

(3) Home and Child Care (cooking, cleaning, shopping, chauffering, time with children, home and car maintenance):

(a) Weekdays - 1.99 average hours per day
(b) Weekends - 1.37 average hours per day

(4) Social and Recreational Activities with Extended Family and Friends (including watching TV, personal recreation, church):

(a) Weekdays - 3.98 average hours per day
(b) Weekends - 5.23 average hours per day

(5) Paid Employment:

(a) Weekdays - 1.85 average hours per day
(b) Weekends - .03 average hours per day

*Some female participants did housework while watching TV.

Table 4

Summary of Average Daily Time Spent in Major Activities During Week and Weekend

SVCC Female (N=14)*

Composite of Average Daily Hours Spent in:

(1) Class and Class Preparation:

(a) Weekdays - 5.11 average hours per day
(b) Weekends - 1.47 average hours per day

(2) School Travel:

(a) Weekdays - 1.61 average hours per day

(3) Home and Child Care (cooking, cleaning, shopping, chauffering, time with children):

(a) Weekdays - 3.68 average hours per day
(b) Weekends - 3.82 average hours per day

(4) Social and Recreational Activities with Extended Family and Friends (including watching TV, personal recreation, church):***

(a) Weekdays - 2.73 average hours per day
(b) Weekends - 4.04 average hours per day

(5) Paid Employment:

(a) Weekdays - .86 average hours per day
(b) Weekends - 1.10 average hours per day

SVCC Male (N=4)**

Composite of Average Daily Hours Spent in:

(1) Class and Class Preparation:

(a) Weekdays - 5.18 average hours per day
(b) Weekends - 1.31 average hours per day

(2) School Travel:

(a) Weekdays - 2.38 average hours per day

(3) Home and Child Care (cooking, cleaning, shopping, chauffering, time with children, home and car maintenance):

(a) Weekdays - .78 average hours per day
(b) Weekends - .09 average hours per day

(4) Social and Recreational Activities with Extended Family and Friends (including watching TV, personal recreation, church):

(a) Weekdays - 3.44 average hours per day
(b) Weekends - 5.47 average hours per day

(5) Paid Employment:

(a) Weekdays - 1.05 average hours per day
(b) Weekends - 1.25 average hours per day

*Week that daily log was kept fell on Thanksgiving for eight participants.

**Week that daily log was kept fell on Thanksgiving for all participants.

***Some female participants did housework while watching TV.

Chart 32

ACC Females (N=14)
Summary of Average Daily Hours Per Student

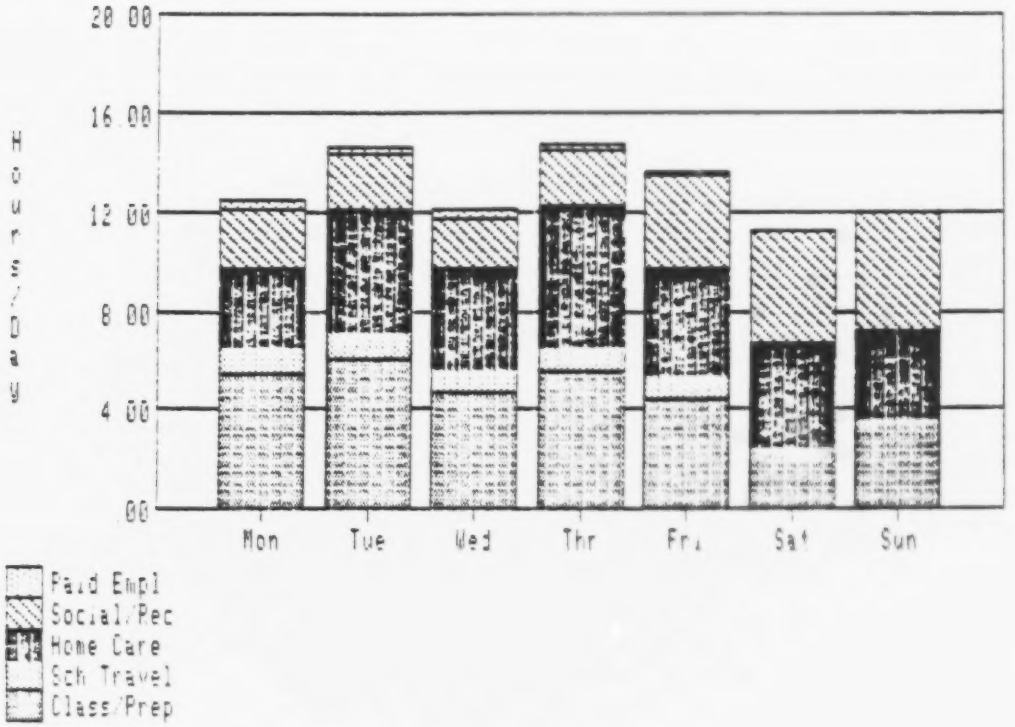


Chart 33

ACC Males (N=3)
Summary of Average Daily Hours Per Student

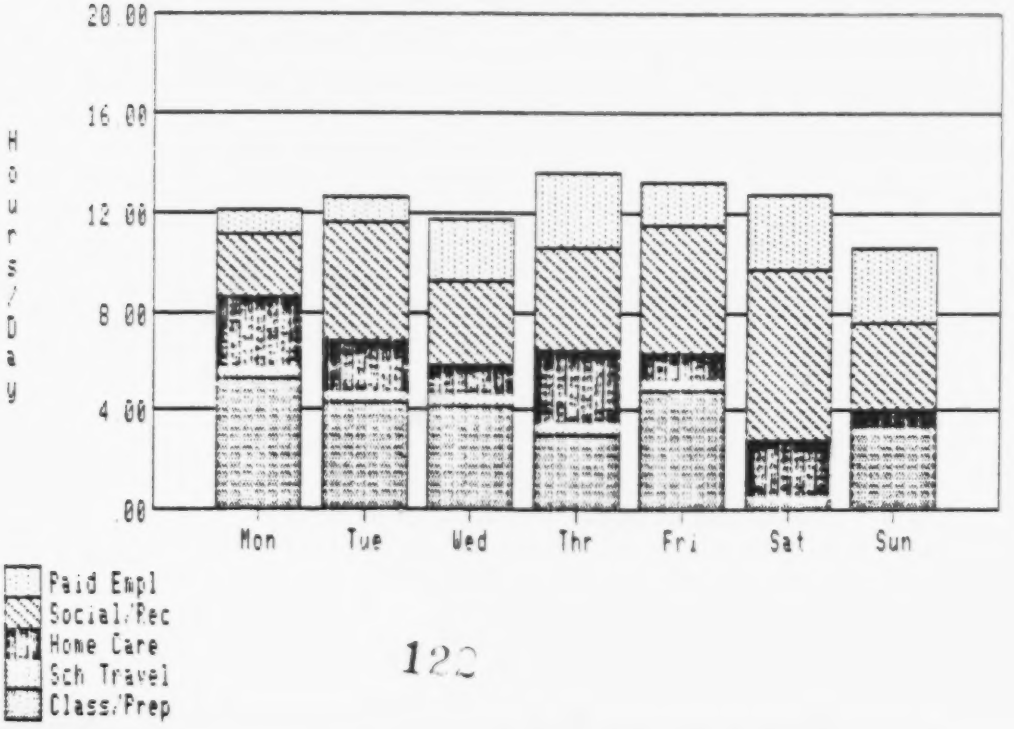


Chart 34

SVCC Females (N=14)
Summary of Average Daily Hours Per Student

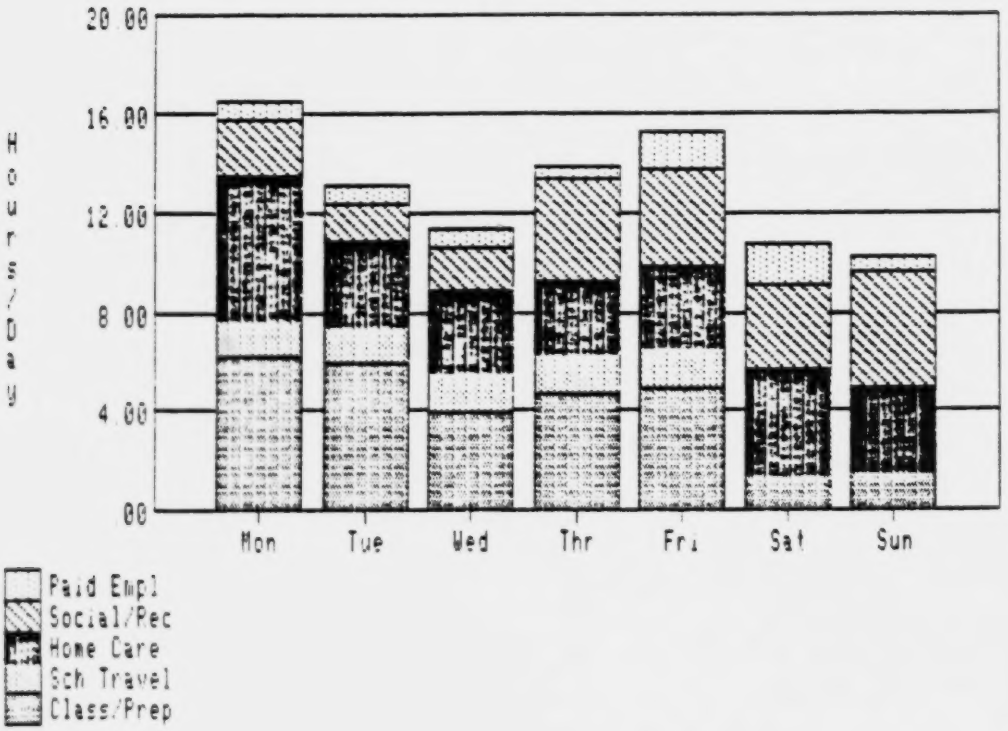


Chart 35

SVCC Males (N=4)
Summary of Average Daily Hours Per Student

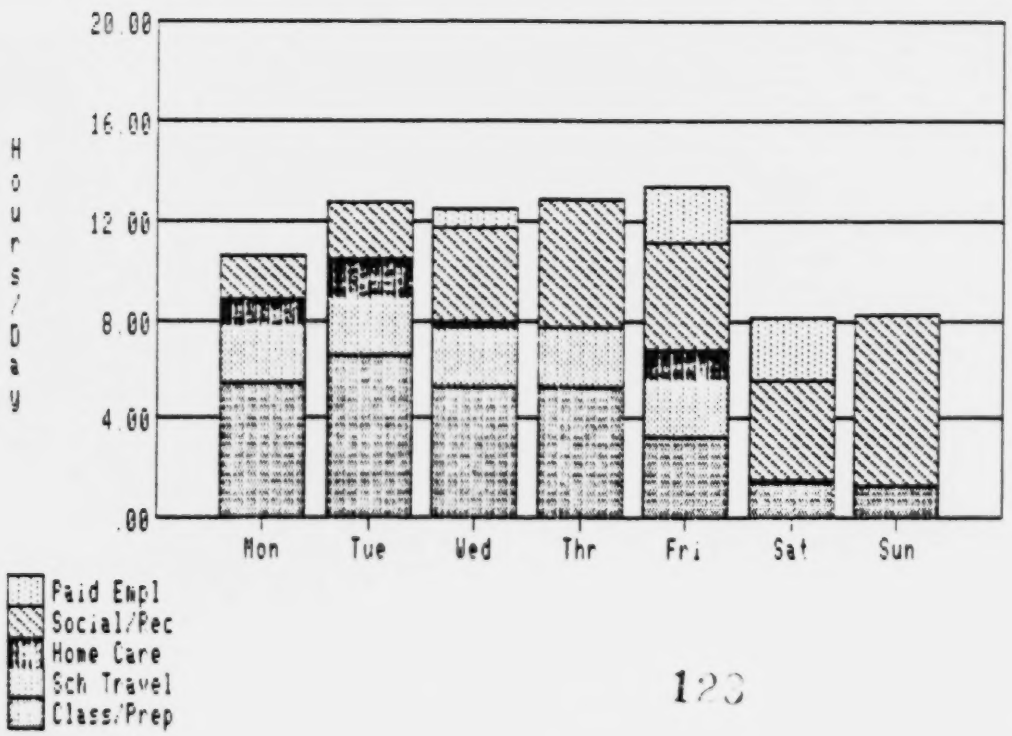


Chart 36

ACC/SVCC Female/Male Sample Students
Weekday Time Expenditures for Selected Students

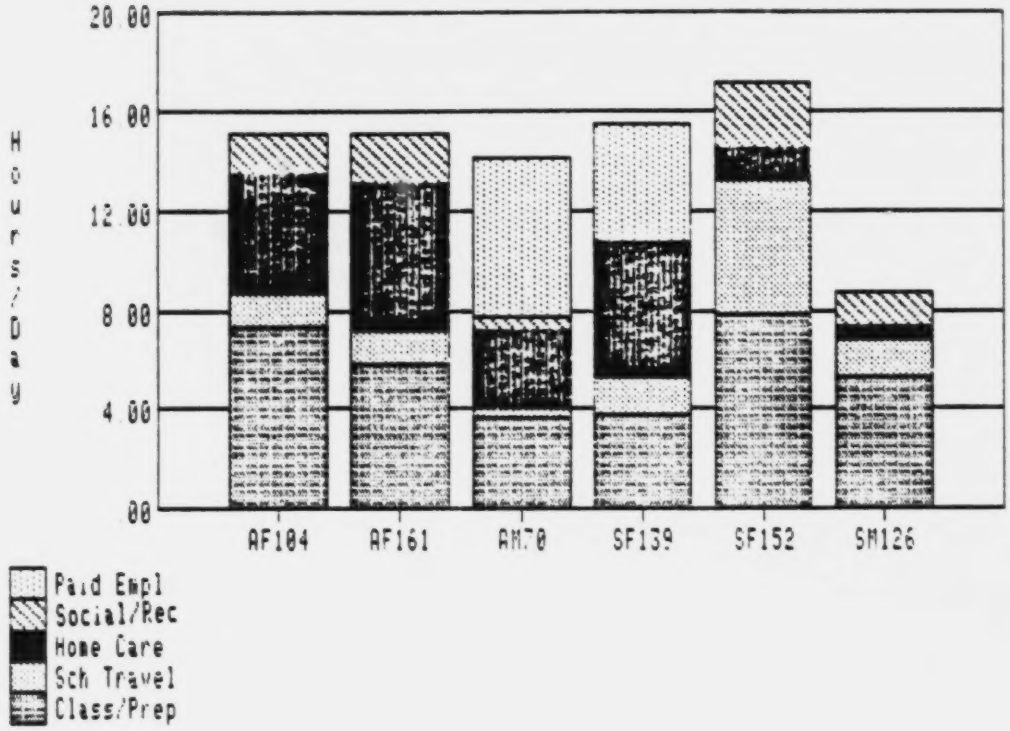
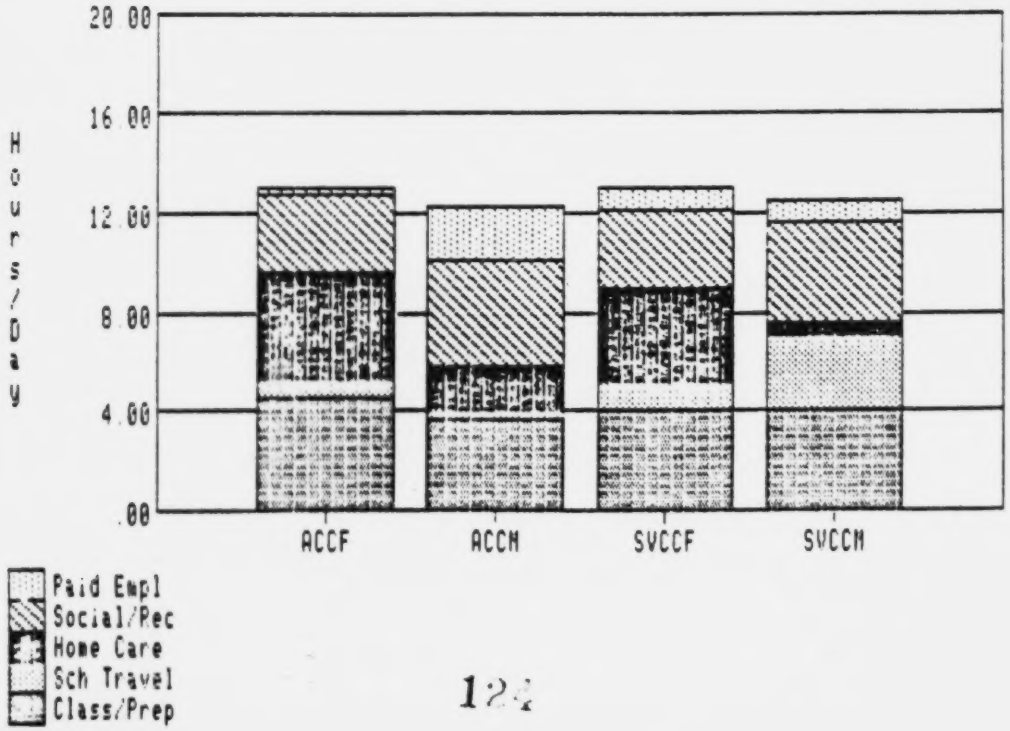


Chart 37

ACC/SVCC Female/Male Students
Weekday Time Expenditures by School/Sex



ACC Males (N=3)

In the category of class and class preparation, Chart 38, page 115, shows that male subgroups in both colleges tended to be close to their female costudents in average daily time spent studying. ACC males spent their greatest number of study hours on Monday (5.29 average hours per male student). Second highest was on Friday (4.79 average hours per male student). Average overall hours spent in study for male ACC students was still lower than average study hours for ACC females, as the chart indicates. Total average study hours for ACC females was 4.60. Total average study hours for ACC males was 3.65.

SVCC Males (N=4)

SVCC males show their highest average class and class preparation hours on Tuesday (6.57) and the lowest on Sunday (1.25). Overall, SVCC females and SVCC males averaged the same amount of study time for the week. The overall average for both was 4.07.

SVCC Females (N=14)

Analysis of time that SVCC females spent in class and class preparation is heaviest on typical school days, especially Monday and Tuesday. This group spent the most study time during the morning at school and in the early evening at home. Since the week data were collected fell on Thanksgiving for eight of the subjects, Chart 38 does not completely reflect a typical school week.

SVCC females, in comparison with the ACC female subgroup, completed a total of 28.49 average hours of class and class preparation during the target week while ACC females completed a total number of 32.25 average

hours. Heaviest days of study for SVCC female students were Monday (6.14 average hours) and Tuesday (5.89 average hours) while ACC females had their heaviest study days on Tuesday (6.12 average hours) and Thursday (5.54 average hours), followed by Monday (5.43 average hours). The ACC data probably reflects a more typical school week since it was not interrupted by a holiday.

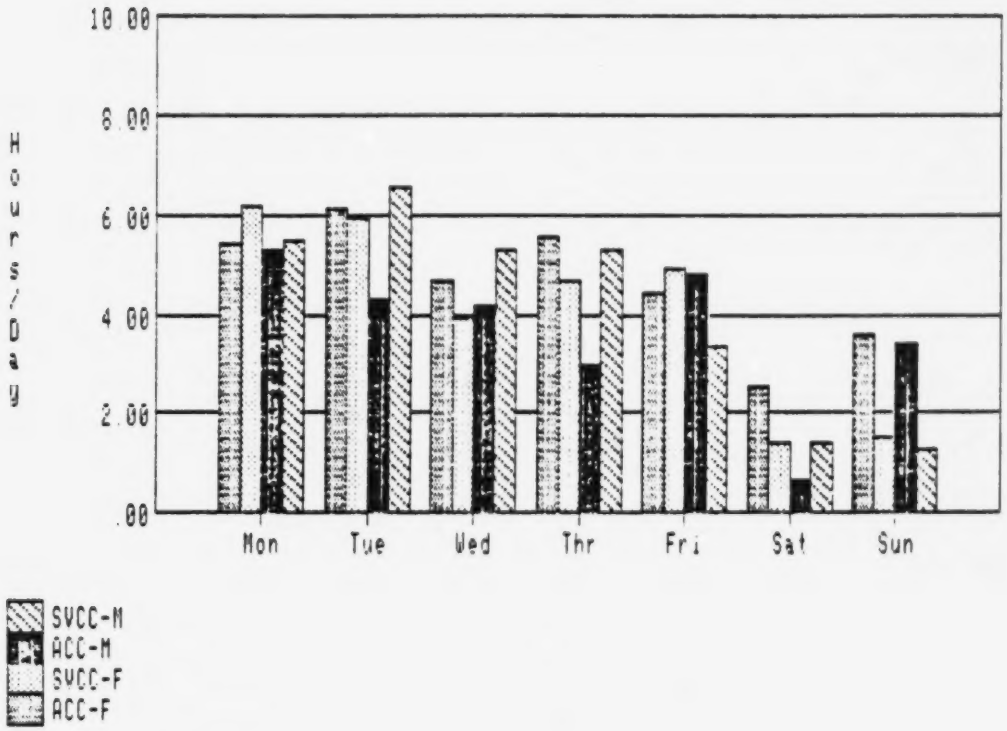
ACC Females (N=14)

Heaviest hours of study for ACC females were typically during mid-morning (at home and school) and evenings at home. Comparison of ACC and SVCC females shows that ACC females spent more hours studying in the late evening and night hours. A large number of these students studied during evening hours between 6:00 and 11:00 p.m. on Monday, Tuesday, and Thursday. ACC females also spent a large portion of time studying on Sunday, mostly during the afternoon and evening. Church attendance on Sunday morning was recorded by six SVCC females and seven ACC females.

A comparison of daily time spent in major activities during the week and weekend is found in Table 3 (page 108) which indicates that ACC females spent more total average hours studying on weekdays than on weekends with average study of 5.22 per day on a weekday and an average 3.06 hours of study on weekends. SVCC females, Table 4 (page 109) spent an average 1.47 hours of study on a weekend and 5.11 hours on a weekday. (Higher average hours on weekdays also reflect the hours spent in class.)

Chart 38

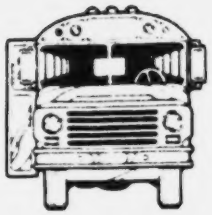
Class and Class Preparation
Summary of Time Spent Per Day



School Travel

This category involves the time consumed in getting to and from school. It was established as a separate category because travel time, in some instances, was as high as five and a half hours per day. This is no doubt because both ACC and SVCC serve large rural areas and SVCC is located in a predominantly rural setting. SVCC runs 15 buses that carry 425 persons to and from school. A 1984-85 Bus Schedule appears on the following pages. Commuting distances to both schools plays a considerable role in adult

1984-85



BUS SCHEDULE

Published by SVCC Student Services Office

The buses that bring you to the College are provided by the Board of Supervisors of each county. Riding the buses is a privilege and should be so regarded.

BUCHANAN COUNTY

• • •WHITEWOOD BUS• • •

Driver: TBA
Telephone:

LOCATION	TIME
Spruce Pine	6:30-6:32
Pilgrims Knob	6:37-6:39
White's Garage	6:42-6:44
Whitewood High School	6:46-6:48
Rest Home	6:52-6:59
Patterson	7:15-7:17
Meet Garden bus at old high school	7:28-7:30
SVCC	8:20

• • •HARMAN/BIG ROCK• • •

Driver: Edna Duty
Telephone: 530;7142

LOCATION	TIME
Harman	6:00-6:02
Linn Camp	6:15-6:17
Gordon's Market	6:25-6:27
Looney's Creek	6:30-6:32
Rainbow Restaurant	7:00-7:05
SVCC	

• • •COUNCIL BUS• • •

Driver: Clifford Breeding
Telephone: 959-9465

LOCATION	TIME
Indian Creek	6:55-6:56
Harris Service Station	7:00-7:02
Council Post Office	7:15-7:17
Honaker	7:35-7:37
SVCC	8:05

• • •HURLEY AREA• • •

Driver: TBA
Telephone:

Tentative schedule - changes may be made later - according to where passengers live.

Paw Paw	5:30-5:32
Hurley	5:45-5:47
Hurley High School	6:00-6:02
J. M. Bevins Elementary School (Meet Big Bus)	6:15-6:17

• • •GARDEN CREEK• • •

Driver: Johnny Lane
Telephone: 498-7014

LOCATION	TIME
Robinson Fork	6:30-6:32
Rowe Post Office	6:35-6:37
Foot Drill Mt.	6:45-6:50
Page	7:00-7:05
Garden Baptist Church	7:10-7:12
Garden High School	7:20-7:25
Shortt's Gap	7:30
SVCC	8:10

• •PRATER• •

Driver: Craig Edwards
Telephone: 865-4043

LOCATION	TIME
Left hand fork of Greenbrier	5:50-5:55
Right hand fork of Greenbrier	6:00-6:10
Compton's Garage (Prater)	6:30-6:35
Leemaster	6:40-6:45
Dry Fork	6:50-7:00
Rainbow	7:05-7:10

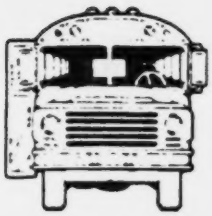
Buses will leave SVCC at 3:30 p.m., loading either in front of Tazewell Hall or Dickenson Hall parking lot (check with each individual driver). The bus will not be able to wait past the earliest scheduled time. You should be on the side of the road in the morning so the bus will stop for you.

Buchanan County students may also call the County Office at 935-4691 if needed. Try driver first.

Drivers, locations and times are subject to change.

Tazewell County, Russell County, and Dickenson County bus schedule on back.

SVCC is a member of the Virginia Community College System and is an Equal Opportunity/Affirmative Action Institution



1984-85
BUS SCHEDULE

The buses that bring you to the College are provided by the Board of Supervisors of each county. Riding the buses is a privilege and should be so regarded.

TAZEWELL COUNTY

* * *BOISSEVAIN/ABBS VALLEY* * *

Driver: Glen Barnhill
Telephone: 945-9532

LOCATION	TIME
Boissevain	6:18-6:23
Pocahontas	6:25-6:30
Falls Mills	6:40-6:42
Blfd. VA Underpass	6:45-6:46
West Graham	7:20-7:22
Carter's Grocery	7:20-7:22
Tazewell High School (Front)	7:32-7:35
Town of Tazewell	7:38-7:40
Towel Shop N. Tazewell	7:42-7:45
Cliffield	7:50 -
SVCC	8:10

* * * RICHLANDS * * *

Driver: Danny Shortridge
Telephone: Call SVCC 964-2555, ext. 350

LOCATION	TIME
Oxford Squares	7:15
460 Skating Rink	7:20
Raven Drug Store	7:25
Doran Bridge	7:30
Richlands	7:35
Big Creek (Huffman's Market)	7:40
M. O. Warner's	7:45
Rexall Drug	7:50
Tackle Market	7:52
Cedar Bluff Post Office	7:55
SVCC	8:05-8:10

RUSSELL COUNTY

* * *CLEVELAND BUS* * *

Driver: Aubrey Hupman
Telephone: 495-7731

LOCATION	TIME
Cleveland Exxon Station	6:50-6:52
Town of Honaker	7:45-7:47
Rosedale (near Rosedale Foods)	7:55-7:56
SVCC	8:10

* * *CASTLEWOOD BUS* * *

Driver: Kyle Ferguson
Telephone: 794-9536
Substitute

LOCATION	TIME
Castlewood High School	6:50-7:00
Copper Creek Elementary	7:10-7:11
Hansonville	7:19-7:20
Kitchenette	7:25-7:28
First National Exchange Bank	7:30-7:31
Piggly Wiggly	7:35-7:37
Rosedale	7:50-7:51
Belfast	
SVCC	8:05

*Russell County will post bus stop signs. Call driver for additional information.

DICKENSON COUNTY

Driver: Johnny Rasnake
Telephone: 959-2368

LOCATION	TIME
Clinchco	6:40-6:45
Edwards Texaco	6:50-6:55
Haysi HS Bridge	6:55-7:00
E. S. Grocery	7:00-7:05
Midway Gulf	7:05-7:10
County Line	7:20-7:25
SVCC	8:15

Buses will leave SVCC at 3:30 p.m., loading either in front of Tazewell Hall or Dickenson Hall parking lot (check with each individual driver). The bus will not be able to wait past the earliest scheduled time. You should be on the side of the road in the morning so the bus will stop for you.

Drivers, locations and times are subject to change.

Buchanan County bus schedule on other side.

students' daily management of time. Individual time spent in daily travel to and from school is given in the tables in Appendix C. A summary of time spent per day in school travel appears in graphic form on Chart 39, page 123.

Location - SVCC

Southwest Virginia Community College is located on 100 acres in Tazewell County near Richlands in the extreme western section of the state of Virginia. The campus is approximately five miles west of Claypool Hill, Virginia, and approximately 45 miles southwest of Bluefield, West Virginia. The college is situated in a very rural, mountainous, picturesque setting and is primarily accessible by U.S. Routes 19 and 460.

Service Region - SVCC

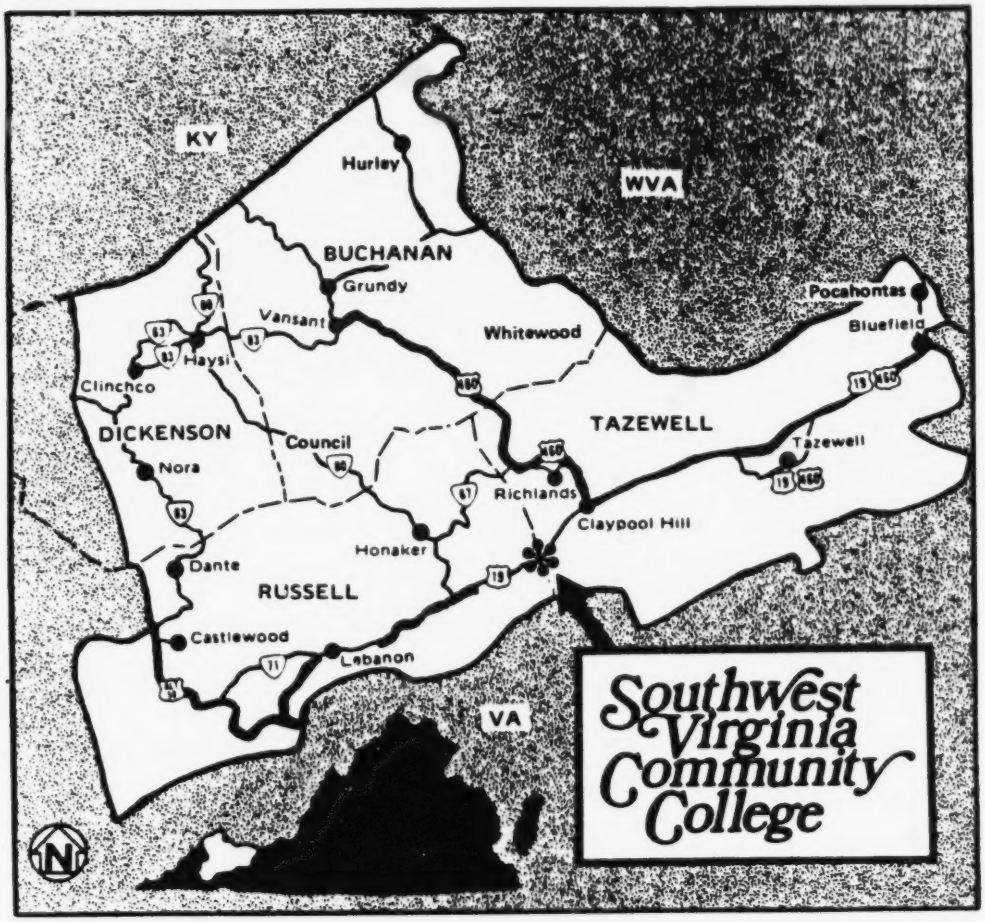
SVCC's service region includes the counties of Buchanan, Dickenson, Tazewell, and part of Russell County. A map depicting the region served by SVCC appears on page 119. The region includes an area of approximately 1,600 square miles and a population of approximately 101,000 people (based on the 1970 Census). Net migration statistics for 1960-70 reveal this region is characterized by negative growth ranging from -15.4 percent for Russell County to -30.8 percent for Dickenson County (Rand McNally, 1972). The primary industries are mining, banking, and real estate.

According to a draft paper entitled "A Non-Traditional Student Development Model: An On and Off Campus Focus"--

> Southwest Virginia Community College serves a severely isolated and rural area of Virginia that has:
>
> 1. the lowest level of adult educational attainment in Virginia, and

SVCC SERVICE AREA

Serving the Counties of Buchanan, Dickenson (partial), Russell, and Tazewell



2. the third highest drop-out rate in the state of Virginia.

Further, only 35 percent of the high school graduates continue their education beyond high school, while the statewide average is 59 percent.

Location - ACC

Ashland Community College is located in the city of Ashland, Boyd County, which is in the northeastern tip of the state of Kentucky. Situated on the Ohio River, Ashland is approximately 70 miles west of Charleston, West Virginia, and is primarily accessible by U.S. 60/U.S. 23 and U.S. 60/S.R. 3.

The campus of Ashland Community College is situated on a 47 acre tract of land in the Avondale section at 13th Street and Oakview Road. The campus is ten blocks from downtown Ashland.

Service Region - ACC

ACC's service region includes the counties of Boyd, Greenup, Carter, Lawrence, and Elliott. A map depicting the area served by ACC appears on page 121. This region includes an area of approximately 1,571 square miles and a population of approximately 122,077 (based on the 1970 Census). Net migration statistics for 1960-70 reveal this region is characterized by negative growth ranging from -0.2 percent in Greenup County to -19.2 percent in Lawrence County (Rand McNally, 1972). The primary industries are petroleum, chemical, and health services.

Campus Layout - ACC

ACC is housed in a modern, broken-L shaped building of approximately 149,000 square feet. Room space for classes is determined by the Associate

Graphic scale in miles

FIVCO

AREA DEVELOPMENT DISTRICT

Director for Instruction, and space allotments for other activities are made by the Coordinator of Continuing Education and Community Services (ACC Self Study, 1980).

Daily Travel

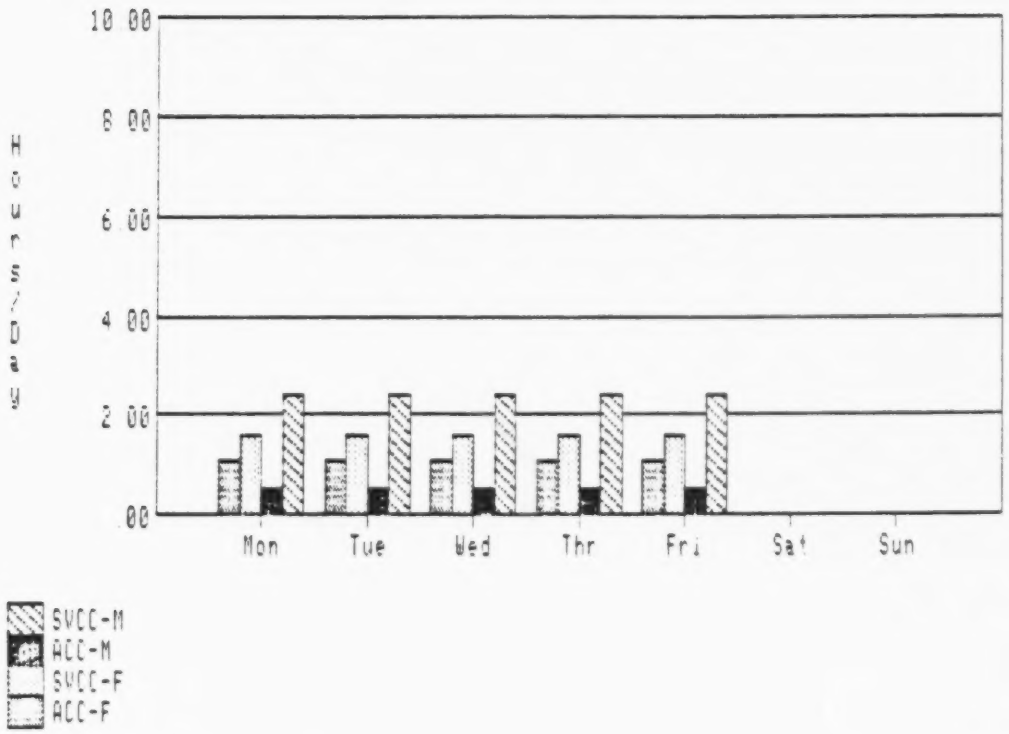
The time expenditure charts found in Appendix C indicate that ACC female students averaged 65 minutes a day round trip to attend school. SVCC females spent an average 97 minutes each day to make the round trip to and from school. Some SVCC students rode the scheduled buses for four-to-five hours per day from the five county service area to the college each day. Daily logs reflect the early hours these students had to keep in order to perform home and family responsibilities (making lunches for working husbands, seeing children off to school, etc.).

ACC females spent an average of 65 minutes per day commuting. Two of the ACC males did not record their commuting time. The one who did record this time reported an average of 20 minutes per day in round trip. The SVCC females spent an average of 1.6 hours per day commuting. The SVCC males spent an average of 2.37 hours per day in travel.

The fact that long distances between home and school play a significant role in students' ability to manage time is reflected in the data displayed in Chart 39 on page 123 and Tables 1-4 in Appendix C. As the SVCC table shows (Appendix C), two of these students each spent 320 minutes a day commuting; one spent 90 minutes and one spent 55 minutes.

Chart 39

School Travel
Summary of Time Spent Per Day



Home and Child Care

ACC Females (N=14)

This category includes any activity spent in home maintenance or any time spent with children (babysitting, cleaning, shopping, chauffeuring, upkeep of automobile, home, or yard). Personal time spent with children was counted in this category.

Analysis of ACC female adult students may reflect a more typical home-school day for wives and mothers who enter postsecondary education. Daily

logs were kept by ACC students during the latter part of September and early October, reflecting their activities during this initial school adjustment period.

Although hours during which care of home and children, shopping, chauffeuring, etc., are also heavy during after school and preparation of the evening meal periods, these activities are more evenly spread out over other daytime hours for ACC than for SVCC females. This difference may be explained in part due to the rural living of most SVCC adult students. Children of these parents often ride buses, and the hours following afternoon bus returns are busy. The logs reflect the early rising hours of both parents and children and the commuting distances of parents who attend college.

ACC females spent the greatest number of hours in home and child care on Thursday (5.54 average hours), as Chart 40 on page 127 indicates. The next heaviest day for this activity was on Tuesday (4.87 hours). Similar to their SVCC female counterparts, they spent a heavy workday on Saturday (4.16 average hours). Both groups were busy with family responsibilities on Sunday (SVCC females 3.39 average hours, ACC females 3.52 average hours).

SVCC Females (N=14)

Chart 40 also shows the average hours that SVCC female students spent in home and child care. Activities that could be considered upkeep of home or family were counted here.

SVCC females had their heaviest workload in this activity on Monday (5.75 average hours). Most activity took place from 3:00 until 7:00 p.m. when children got home from school and the evening meal was prepared.

Saturday was the next busiest day in general housework and child care (4.26 average hours). Activity hours are spread more evenly through the day on Saturday. Sunday followed Saturday as the third most active day in care of home and children.

Since the week that daily logs were kept fell during Thanksgiving for eight female SVCC participants, there is some question about whether this was a typical week for home and child care and study activity. It is logical to assume that most mothers spend extra hours cooking, and possibly cleaning, and caring for children during the Thanksgiving holiday.

Analysis of this activity in both female groups suggests that the average wife-mother who enters school for the first time in her adult life carries with her the usual heavy workload of family duties. The average hours spent per day in home and child care within the ACC female group was 4.2. Within the SVCC females, average hours spent per day in home and child care for the entire group was 3.7. Nine of the ACC females spent four or more average hours each day in home responsibilities. Three spent more than three average hours per day. Thus, a total of 12 out of 14 of these students spent a significant part of their daily hours in home and child care.

Within the SVCC female group, six spent four or more average hours each day in home and child responsibilities. Four spent an average of three or more hours per day in home duties. Ten of the SVCC females spent significant number of hours in this manner.

Additional reflections on home and child care based on interviews indicated that one SVCC female student (#152) stated in her interview that she didn't want to take any time away from her husband and children. Still

doing the same amount of housework that she did before, she waited until her husband and children were in bed, then set the clock for 1:00 or 3:00 a.m. to get up to do her homework. When questioned about her energy level, she admitted that she was "barely holding up." She also stated that her husband, though saying he didn't object to her going to school, would "rush" her to get supper and get the children fed on time. Her husband also expected her to be ready to go out with him when he desired, and she felt guilty if she didn't. This student registered for six courses for spring quarter and then withdrew. She had to spend approximately five and a half hours commuting to and from school on the days she attended.

ACC Males (N=3)

The males at ACC spent a greater average of daily time in home and child care than the SVCC male group. Chart 40 on page 127 indicates a high of 3.00 average hours per student on Thursday and a low of 0.66 on Sunday. The greater number of home and child care hours among ACC males may be explained by the fact that the one married student spent regular daily hours babysitting with his child while his wife worked. This student (#70) worked full time and picked his baby up at the babysitter's after work. His time logs reflect an average of 3.2 hours per day spent in home and child care and 2.77 average hours per day in class and class preparation.

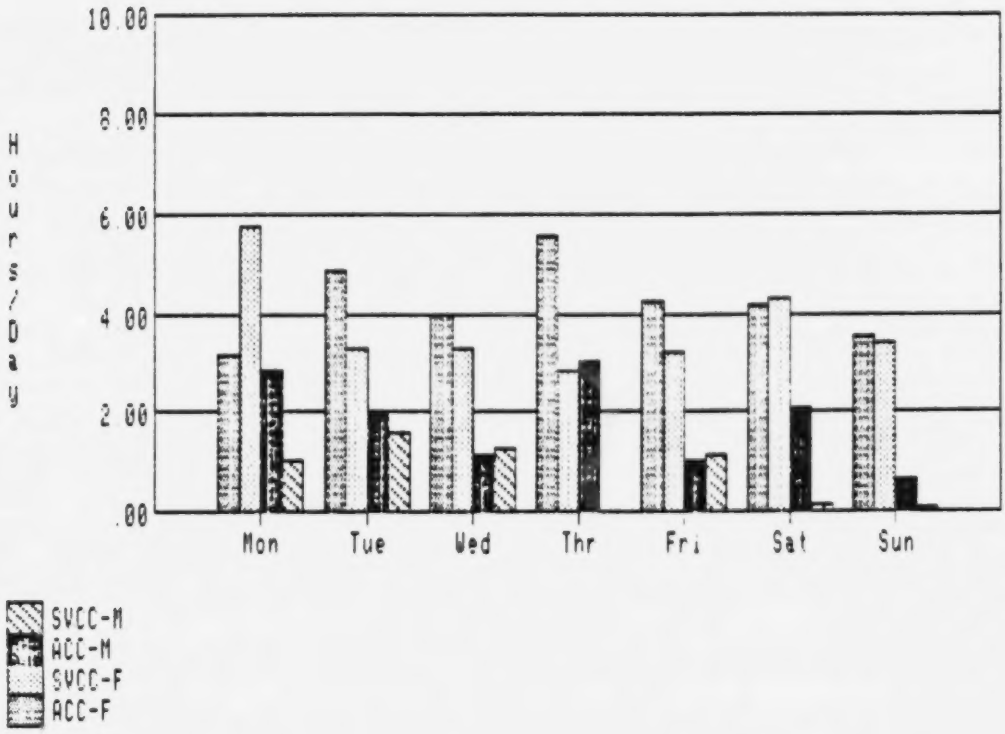
SVCC Males (N=4)

The SVCC males spent a range of one average hour on Monday to 0.06 on Sunday in home and child care (home and car maintenance was included). The comparison here with their female counterparts is obvious. Three of the SVCC male students were married and all three had children (a total of six

dependents). One worked part-time and one suffered from a back injury that kept him in pain much of the time. His interview shows his comments about studying in bed, studying after taking a pain pill, and studying around the times he played with his children.

Chart 40

Home and Child Care
Summary of Time Spent Per Day



Social and Recreational Activities

This category includes time spent with extended family and friends, church attendance, and watching television.

Males in both ACC and SVCC groups logged more hours in social and recreational activities than did females in either group. Chart 41 on page 130 shows that ACC males had the highest average of daily hours spent in social and recreational activities of all male and female subgroups. The total average hours of social and recreational time for ACC males for the entire week was 4.33. Males at SVCC spent an average of 4.02 social and recreational hours for the entire week. The average hours for the entire week for females at ACC was 3.16. For females at SVCC the weekly average was 3.10.

As the chart indicates, social and recreational activity was extremely high (6.93 average hours) for ACC males on Saturday. ACC females had their highest average (4.79) on Sunday. SVCC males had the highest average of social activities on Sunday (6.83). SVCC females had their highest average (4.66) on Sunday. SVCC males had their second highest social and recreational activity on Thursday (5.24). This no doubt reflects the Thanksgiving holiday for eleven of the total male and female group at SVCC (out of a combined total of 18).

ACC Males (N=3)

Two of the ACC males, ages 32 and 22, spent a daily average of 5.06 and 6.89 in social and recreational activities. One of these logged a considerable amount of time spent with girls. As his chart indicates, he was a divorced father of two. He pointed out in his interview that his wife had custody of the children and that he was living with his parents. His daily average of 0.67 spent in home and child care evidently reflects his lack of family responsibilities. He spent an average of 6.89 hours per

day in class and class preparation; he was enrolled full-time in Business Administration. His grade point average was 2.25.

The other ACC male (#150), age 22, who spent considerable average hours per day (4.64) in social and recreational activities, worked part-time and spent time with girl friends and family members. He also spent an average of 2.25 hours per day watching TV and an average of 3.74 in class and class preparation. Enrolled for 13 hours in Elementary Education, his grade point average at the end of the quarter was 1.7. He spent 0.28 average hours per day in home or car maintenance.

SVCC Males (N=4)

The SVCC male (#22), who spent considerable average hours per day in social and recreational activities (4.75), was enrolled for ten hours in General Curriculum. This single 25-year-old spent 0.78 average hours in home or car maintenance and 1.96 average hours per day watching TV. He studied an average of 2.85 hours per day. This student, similar to the ACC males who spent over four average hours a day in social and recreational activities, lived at home with his parents and evidently had few home or family responsibilities.

ACC/SVCC Females (N=28)

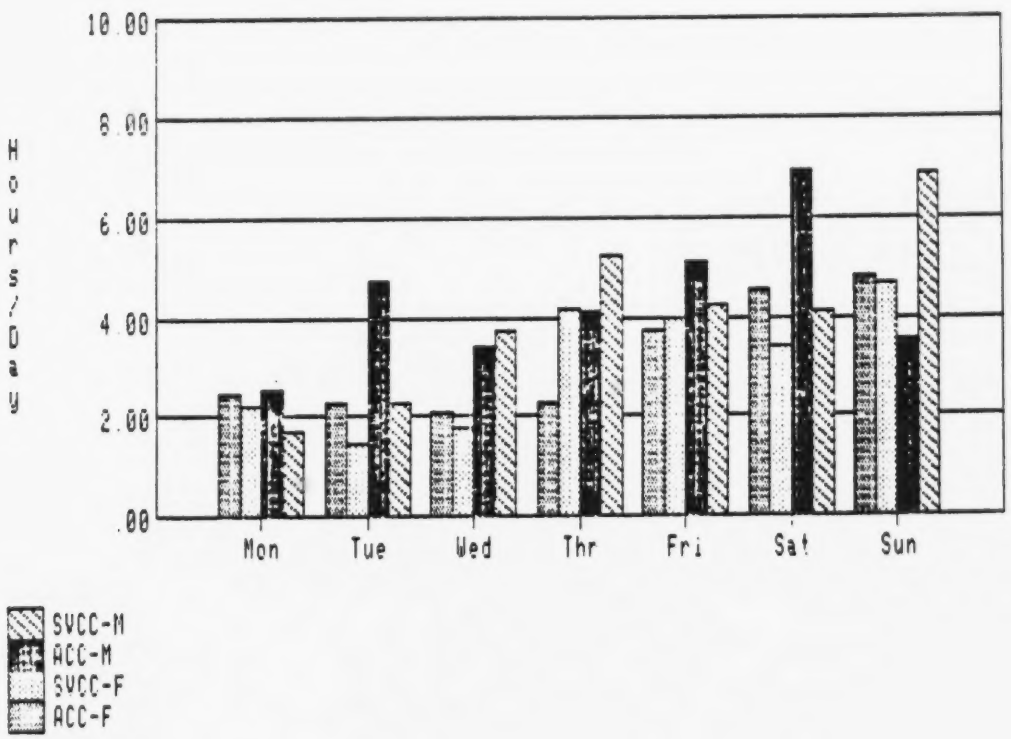
Female groups in both colleges reported a large portion of their social and recreation activities spent with extended family members (parents, grandparents, brothers, and sisters) and friends. A frequent daily log notation was made regarding visiting family members, shopping with them, etc.

Only one female student (ACC #68) spent 4.07 average hours per day in social and recreational activities. This student, a 30-year-old single

female enrolled full-time in Computer Science, withdrew before the end of the quarter. She recorded 1.35 average hours per day in study, 1.75 in home and child care, and 2.28 watching TV.

Chart 41

Social and Recreational Activities
Summary of Time Spent Per Day



Paid Employment

This category is usually a basic responsibility of adults and is included because it is an important factor in the schedule of some adults, particularly males, in the daily log sample.

Adults who work either full or part-time while attending school and taking care of family are under greater pressure to manage time effectively. Analysis of the complete daily log sample of ACC and SVCC students (N=35) shows a total of nine students who worked either full or part-time. Of the 14 SVCC females, two worked part-time, one worked full-time, and two were on work study. One of the four SVCC males worked part-time. One of the 14 ACC females worked part-time; two of the three ACC males worked--one full-time and one part-time. A summary of time spent in paid employment is depicted in Chart 42 on page 132.

SVCC Females (N=14)

Analysis of the four SVCC females who did not preregister or return to school for the winter quarter shows that two worked outside the home, one full-time and one part-time. In contrast, one SVCC female (#28) worked part-time and handled 19 hours of course work. She finished the quarter with a 3.5 grade point average and preregistered for five more courses. This student had a definite study schedule and studied late in the evenings. She indicated a very positive attitude toward school and said her life's ambition had been to be a nurse. This 24-year old female was single and lived with her family, whom she said was very supportive.

SVCC Males (N=4)

The one male who worked part-time (#30) preregistered for six courses but had a 1.6 grade point average and had to repeat Basic Arithmetic.

ACC Females (N=14)

The one female who worked part-time (#125) finished the quarter with a 3.6 grade point average and registered for five courses. This student stated

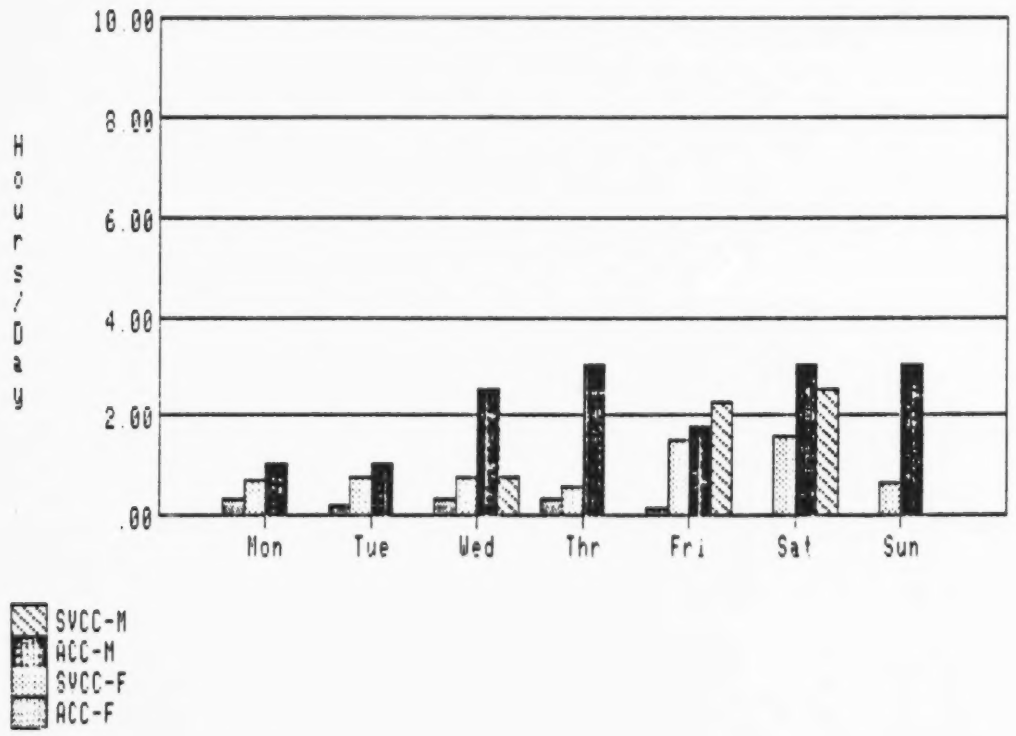
in her interview that she worked part-time to help her husband in his private business and that he was very supportive and understanding of her being in school. Her log showed that she did much of her study and class preparation while at work.

ACC Males (N=3)

One male student who worked full-time did not return for the spring quarter although he made a 3.5 grade average. The other male who worked part-time made a 1.75 grade point average and registered for four courses.

Chart 42

Paid Employment
Summary of Time Spent Per Day



IMPEDING FACTORS: ANALYSIS OF STUDENTS WHO DID NOT MANAGE LEARNING

Analysis of Table 3 in Appendix B, Personal Data for SVCC Females, shows that a total of four did not register for the winter quarter and two others registered for the new quarter and then withdrew. Analysis of these students shows that three spent five or more average hours per day in home and child responsibilities. One spent more than four average hours per day in home duties. One spent over three average hours per day, and one spent less than three average hours per day. Two of the female students who did not return had to commute approximately five and a half hours a day to attend school. Another spent one and a half hours round trip to school, and one spent 55 minutes. In their interviews, several of these students talked about getting up early in the morning to get the bus or a ride to the college, then returning in the evening around 6 p.m. to be faced by an evening meal to prepare and usual home duties to take care of as well as homework for the next day of school.

The ability to manage necessary time for study and class preparation, home and family responsibilities, and for some, long commuting distances to and from school, is obviously a requirement for rural female adult students such as these to successfully complete task #2. A breakdown of the four SVCC females who did not register or return for the spring quarter and the two who registered and withdrew is reflected in Table 5 on the next page.

As Table 5 indicates, of the six SVCC females who worked either part or full time (one part-time, one full-time, and two work study), four did not pre-register or return for the winter quarter and two registered but

Table 5

SVCC Females (N=6) Who Did Not Register or Return Winter Quarter
and Who Registered and Withdrew

SAMPLE NUMBER	MARITAL STATUS	CHILDREN	EMPLOYED	HOURS ENROLLED	MAJOR	GRADE POINT AVERAGE	AVERAGE HOURS STUDY PER DAY	AVERAGE HOURS HOME AND CHILD CARE	DAILY COMMUTING
#139*	Married	3	Part-Time	8	Science*	3.20	1.69	5.39	90 minutes
#108*	Married	1	Full-Time	8	Science*	2.60	1.52	3.47	40 minutes
#78*	Married	2	-	10	Sec. Science	2.33	1.75	5.65	30 minutes
#62*	Married	1	-	17	Sec. Science	3.50	1.83	4.33	55 minutes
#80	Married	2	Work-Study	13	Science*	2.80	4.48	5.51	320 minutes
#54	Married	1	Work-Study	12	Sec. Science	3.00	2.07	2.64	320 minutes

*No interview

**Pre-Nursing students at SVCC are enrolled under Science major

withdrew. The two who withdrew were married and both had children (a total of three dependents). Average hours spent in home and child care for these students reflect a preponderant amount of daily time spent in home responsibilities.

For all but one of the six SVCC females, average hours spent in home duties outweighed the hours spent in study and class preparation. These figures also suggest that long commuting distances to and from school create an additional hardship for adult students in managing time.

ACC Females (N=14)

Of the total number of ACC females, all registered for the winter quarter. However, one withdrew from school before the fall quarter was over. The one who withdrew was single, enrolled full-time for 12 hours in Computer Science. Her daily log reflects the following expenditure of time: (1) 1.35 average hours per day in study and class preparation, (2) 1.75 average hours per day in home and child care, and (3) 4.07 average hours per day in social and recreational activities. She watched TV an average of 2.28 hours each day and spent 30 minutes a day commuting to and from school.

SVCC Females (N=14)

Two students (#80 and #54) indicated in their interviews that their husbands were less than 100 percent supportive of their going to school. One student (#80) said that her husband made her feel guilty if she didn't have meals on time and do the usual duties of home and child care. He also expected her to go out with him for fun and recreation. Another (#54) stated that her husband told her she could attend school "as long as he

didn't have to pay for it." She had wanted to enter college for a long time and had "kept after" her husband. She surprised him by applying for and getting financial aid. This student was also on work study. She had not completed high school but had registered to take the GED test. She was having difficulty with Business Math and flunking it because of Algebra. Her interview and daily log show that she was discouraged and frustrated over her difficulty in learning the math. At times she felt like dropping out. She registered for four courses for the winter quarter and then withdrew.

ACC Males (N=3)

One ACC male (#70) did not return for the spring quarter. This 27-year-old father of one child worked full-time and babysat with his child while his wife worked. He had a grade point average of 3.5. He spent 1.57 average hours a day studying and 3.2 in home and child care. He indicated no hours in social and recreational activities and only 0.42 in watching TV.

SVCC Males (N=4)

All SVCC males registered for the winter quarter. However, one (#22) flunked his courses (zero grade average) and registered to repeat his math course. This student's daily log showed 2.85 average hours a day spent in study and 6.71 in social and recreational activities. He spent 240 minutes (four hours a day) commuting round trip to school.

Another SVCC male (#30) failed Basic Arithmetic and registered to repeat it. He was enrolled for 15 hours in drafting and worked part-time. Average hours he spent in study per day were 1.09. Average hours spent in social and recreational activities were 3.76; he spent an average of 4.57

hours per day watching TV. His commuting time to and from school each day was approximately two hours. This student was studying for his GED test and said that it felt "strange" to be back in school and older than the other students (he was 38). Married and father of one, he said he was in school because he couldn't get a job. (He was working part-time.) He said that he felt out of place at school, felt the younger students were looking at him "like a dummy." He also said that his wife gave him little support and was mainly interested in the extra VA benefits he received by going to school. This student admitted that he had thought of dropping out of school several times. He commented that he was "like a stray tomcat trying to find a place."

In general, the male students interviewed at both colleges indicated that not finding employment was their major reason for attending school. The majority of female students talked about the excitement of being out of the house and in an atmosphere of learning. They were stimulated by the challenge of proving themselves, of "being somebody."

FACILITATING FACTORS: ANALYSIS OF STUDENTS WHO SHOWED ABILITY TO MANAGE LEARNING

ACC Females (N=14)

One ACC female (#103), who completed 16 hours of credit with a 4.0 average in Management Technical-Business, indicated in her interview that she often felt highly stressed over trying to keep up with all the school work and her home responsibilities at the same time. At first she tried to study all the courses every night, but soon found that couldn't be done; she learned she had to study top priorities such as tests and then try to

work the other courses in. Admitting that she was "terrified" of tests at first, she said she nevertheless liked school very much and wouldn't want to be anywhere else. This student, who said she had to give up her free time when she came back to school, had a regular study schedule. ("I really put all my energy into my studies.") She studied when she got home from school, after preparing dinner, and on her two off days. She stated that her husband was very supportive and had "kind of pushed me into it." Her daily log shows an average of 3.77 hours a day spent in study, 4.05 in home and child care, 1.00 in social and recreational activities, and 0.78 in watching TV. Her round trip time in commuting to school was 50 minutes.

Another ACC female (#140), married with one child, says she "feels like I'm going about 50 directions at once" with housework, study, and child care. She was enrolled for 13 hours in Pre-Nursing and had a 3.7 grade point average. Her daily log shows she studied an average of 5.36 hours a day, spent an average of 3.92 hours in home and child care each day, 0.57 in social and recreational activities, and 2.60 in watching TV. She commuted two hours a day round trip to school. This student indicated that she was extremely motivated to go to college. Her husband had a history of losing jobs or getting laid off and had only worked six to eight months during their four-year marriage. She said she was in school to do something for herself and her child. Although her husband was not supportive, her family was behind her. "I want to do it with all my heart because it's going to be a means of survival for me," she stated.

Another 34-year-old ACC female (#73) completed 12 hours of work in Computer Science with a 3.0 grade point average. Married and mother of two, her daily log shows 2.46 average hours per day in study, 4.58 per day

in home and child care, 1.54 in social and recreational activities, and 3.60 in watching TV. Her total commuting time was 70 minutes. This student stated that her husband wanted her to be in college and felt it was good insurance in case something should happen to him. She said that her husband was her "biggest fan." She wanted to "broaden" her "horizons" and she found school to be "very enlightening."

Another ACC female (#81), married with two children, studied in available time around her housework. Enrolled for 12 hours in Pre-Nursing, she had a grade point average of 3.5. She spent an average of 2.22 hours per day in study and 6.02 in home and child care. Her total round trip commuting time was 110 minutes.

SVCC Females (N=14)

A 24-year-old single SVCC female (#28) who worked part-time and was enrolled in Science taking 19 hours of course work was able to finish the quarter with a 3.5 grade point average. This student, who lived with her family, was very positive and enthused about being in school. Her "life's ambition" had been to be a nurse. (Pre-Nursing students were enrolled under a science major at SVCC). She worked 15 hours a week, and she felt that both school and job were an answer to her prayer. She studied late each evening, stating that she went to bed around 2:30 or 3:00 a.m.

Another SVCC female (#4), aged 42 and divorced, was enrolled for 17 hours in Secretarial Science and finished with a grade point average of 3.8. She spent an average of 2.10 hours per day in study, 2.85 in home care, 1.78 in social and recreational activities, and 2.85 in watching TV. She said that she loved to read and study and that, since she lived alone,

she could do it when she wanted to. She loved school: "It's better than what I expected." She felt no barrier with younger students because of age differences.

SVCC Males (N=4)

One 31-year-old SVCC male (#126), married and father of three, was enrolled for 18 hours in Electronics Servicing. His back had been injured in a mining accident and he was in considerable pain throughout the week he made daily log comments. He studied by making tapes of his class lectures and listening to them at home, sometimes four or five times. He studied in bed with his back in a comfortable position; his log reveals his caring for his three children--he studied after he played with them and after they were asleep (3.25 average hours study per day). He had a 3.5 grade point average.

Another SVCC male was learning welding as a trade; he had been unable to find employment and hoped that his new trade would enable him to find a paying job. Although he was unsure of himself in classes other than those that called for physical operations such as welding, he made a 3.9 grade point average for the quarter.

Pertinent information and comments drawn from students' personal interviews can be compared with individual data to give further understanding of some of the factors involved in adult students' ability to perform task #2: manage personal responsibilities, schedule time, and organize themselves to meet the learning requirements for their initial courses of study. (See Appendix D for information from personal interviews.)

SUMMARY

The information drawn from interviews suggests that personal motivation to attend school, the support of spouse or family, general attitudes and perceptions of school, and personal feelings of ability to handle the added pressures and demands of school all serve as factors in managing learning. For adults who already have a full schedule of family responsibilities, and especially for those who are working in addition to handling home and family, the way they meet these added demands can be crucial to their success. Underlying values and motivation then come into play.

On the basis of comments in interviews and daily logs, it can be noted that, in general, students who voiced strong motivation and enthusiasm for school were the ones who made it through the first quarter successfully. Family and spouse support and encouragement were also strong factors in students' continuation of classes the next quarter. Female students who felt a strong reason for being in college--who placed a high value on learning and on school--were more likely to stick it out in spite of heavy home duties and responsibilities. Interviews and daily logs show that several of the female students were nervous and under high pressure during these first weeks; yet some who indicated that they placed a high value on their education were obviously able to maintain satisfactory grades in spite of being so highly stressed.

A major example of this kind of student is found in the ACC female (#103) who expressed extreme stress and worry over her heavy load of school work. She was very nervous about taking tests, even to the point of getting sick at her stomach in class. Her daily log reveals her comments

and worries about finding the time to do her homework, study for tests, and take care of all her home responsibilities. Yet, in spite of her evident high stress level, even to the point of not being able to sleep at night, she finished the quarter with a grade point average of 4.0 in Management Technical-Business. Her interview reveals that she had a positive attitude toward school: she wanted to be there; she valued a college degree. In addition, her husband was very supportive and liked the idea of her going to school.

Students who did not have a strong purpose for being in school--in particular, those who had entered school mainly as an alternative answer to being unemployed--did not show evidence of placing a high value on their education or training. This is reflected in their daily logs showing average time spent in studying and, for some, in the final grade point average at the end of the quarter.

SECTION IV: CLASSROOM OBSERVATIONS

Introduction

The use of the classroom observation technique served as an important means of collecting data for task #2 "Adults Managing the Learning Process." The specific purpose of the classroom observations was to: (1) develop descriptions of the typical learning situations encountered by adults returning to school, (2) provide a framework for the interpretation of comments made by adults on their learning experience, and (3) develop a source of data for the validation of findings for task #2 based upon triangulation.

The procedures used in conducting the classroom observations were developed during the context analysis stage of the study of adults experiencing task #2 in the fall term of 1982 at both research sites. These procedures were later refined in collaboration with the LLP program consultants for use in the problem investigation stage during the first ten weeks of the fall 1983 school term.

This method proved useful in developing insight into the teaching-learning situations across a wide range of courses that adults normally take during their first term in school. There are, however, some limitations to this technique. This was especially evident when gathering data on specific individuals during the first two weeks of classes while the adult sample was still difficult to identify. Also, the richness of the data collected was frequently limited to instructional didactics in classes that turned out to be instructor centered or lecture oriented. This method of data collection, however, enabled researchers to develop insight into the

teaching-learning process and provide a basis for describing the teaching-learning situations experienced by adults in the research sample.

The classroom observations were conducted at ACC and SVCC and involved a sample selected from the target group of adults. These subjects were 20 years of age or older, with no prior postsecondary experience, and were enrolled for at least five credit hours in two or more courses. The courses selected include developmental and beginning English, reading, math, and algebra; as well as core courses for several majors such as psychology, sociology, and history. In some instances initial courses in areas such as accounting or business were also observed.

The classes selected for observation were determined by the level of enrollment of the adults in the target population at each research site; the criticality of the course in terms of adult success or failure as determined by previous grade distributions for specific instructors, and by the pattern or clustering of courses permitting research staff to make the most effective use of time spent in the field. For example, classes with the highest levels of target group enrollment meeting on Monday-Wednesday-Friday were scheduled so the field research staff would observe three or four classes for each day spent in the field.

Class Selection

ACC Sample Selection

Target group identification at ACC for task #2 was completed immediately following fall registration. The procedure used was as follows:

Starting on the first day of school when registration was completed, AEL staff used ACC class schedule cards to identify first time students

meeting sample criteria. This was done using a modified form of the schedule card shown in Figure 1 to record: student's name, social security number, phone number, age, sex, birthdate, schedule, advisor, and major. Each adult student was then assigned a code number for identification purposes. Class schedule information was analyzed to find concentrations of classes with five or more potential target students.

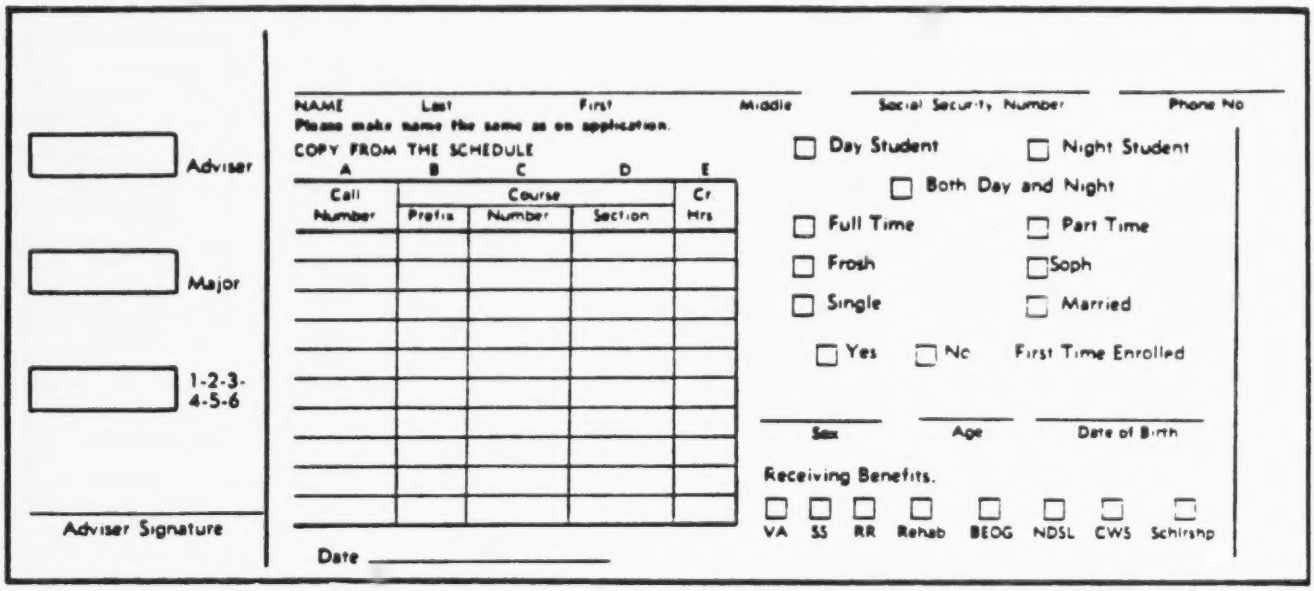


Figure 1
Schedule Card

Daily class schedules were developed to identify classes with concentrations that would become the basis for selecting classes with sufficient target students to set up the field work schedule. The Monday-Wednesday-Friday class schedule was selected because there were 27 classes with five or more adult students while there were only 13 such classes that met on the Tuesday-Thursday schedule.

BEST COPY AVAILABLE

Staff took the class rosters for courses selected on Monday-Wednesday-Friday and checked them against cumulative records to identify students with postsecondary experiences. This gave us our final list of potential target students and groups.

The following ACC courses were selected for task #2.

Course		Number of Target Students
Eng 101-13	Freshman Composition (Developmental)	7
Eng 101-16	Freshman Composition	6
Dre 140-13	Freshman Orientation - Nursing	10
Dre 140-16	Freshman Orientation - Business/Secre.	6
His 108-11	History of U.S. Through 1865	5
Psy 110-11	General Psychology	8
Soc 101-11	Introductory Sociology	6
Cla 131-12	Medical Terminology from Greek and Latin	10

SVCC Sample Selection

The SVCC sample was more difficult to identify due to the difficulty in having access to registration data. The fall term started at the end of September and, because of changes in office procedures and delays in data processing, sample information did not become available until October 21. Classroom observations were conducted during this period based on a tentative selection of the classes where new adult students were expected to be enrolled. The class observation schedule was readjusted when the actual data became available.

The process used for sample selection at SVCC was the same as that followed at ACC. Class schedules were developed based on the enrollment data for members of the target group. This was done to identify concentrations of adults in classes to set up the observation schedule. Both Monday-Wednesday-Friday and Tuesday-Thursday classes were considered because

field work at SVCC had to be scheduled on the basis of two to three days at a time due to longer travel time from Charleston, West Virginia.

The SVCC classes picked for initial observation were selected before final enrollment data became available to project staff. Classes were later modified and expanded based upon actual enrollment figures which became available approximately two weeks after classes started at the conclusion of the drop and add period. The initial list of classes and subsequent modifications are reported below.

Classes Selected for Initial Observation

English 01-01	Verbal Studies Lab (GED)
English 101-01	Communication Skills I
General 100-17	Orientation
General 106-1	Orientation for Women
Government 180-2	American Constitutional Government
Math 160-1	Introduction to College Algebra
Psychology 128-1	Human Relations

Classes Selected Based Upon Enrollment Data 10/21/83

		Number of Sample Students
*BAUD 121-01	Business Math I	7
English 01-01	Verbal Studies Lab (GED)	10
*English 08-01	Reading Improvement	8
English 101-01	Communication Skills I	9
General 100-17	Orientation	10
English 117-1	Reading Improvement	6
Government 180-2	American Constitutional Government	3
*Math 05-01	Basic Arithmetic	8
*Math 06-23	Basic Algebra	10
*SECR 111-03	Typing	5

*Designates additions to initial list.

The changes made involving dropping Gen 106, Math 160, and Psy 128 and adding five courses were done to ensure more opportunity for project staff to observe target adults during task #2. Three of the original classes

selected were dropped because other classes with higher target group enrollments were offered at the same time.

The classes identified for observation were reviewed with the Dean of Instruction at both research sites, who then notified division heads and asked the instructors to participate. In no instance did an instructor refuse to participate or hesitate to cooperate in the project.

The project staff member to be the observer for each class then met with the instructor to explain the research study and procedures to be followed in conducting the classroom observations.

Observation Log

The observation log form served as a vehicle for recording and organizing classroom observation data. The form was developed as a result of observation experiences conducted during the context analysis for task #2, a review of the literature, and discussions with the LLP consultant. The log form was designed to accommodate the following types of observation data: time utilization, topics covered during class, general student learning behavior, modes of communication, male/female and target group seating arrangements, and specific observational comments. A sample form is presented as Figure 2 on pages 149 and 150.

Each classroom observation log form has a place to record the observer name, class, room number, and date.

Information on topics covered during a class period was recorded and included assignments when appropriate, lecture topics and subtopics, and major points made. The time spent on each topic was recorded in minutes as they occurred sequentially during the class and the number of "the minutes

CLASSROOM OBSERVATION LOG

Observer _____ Class 149

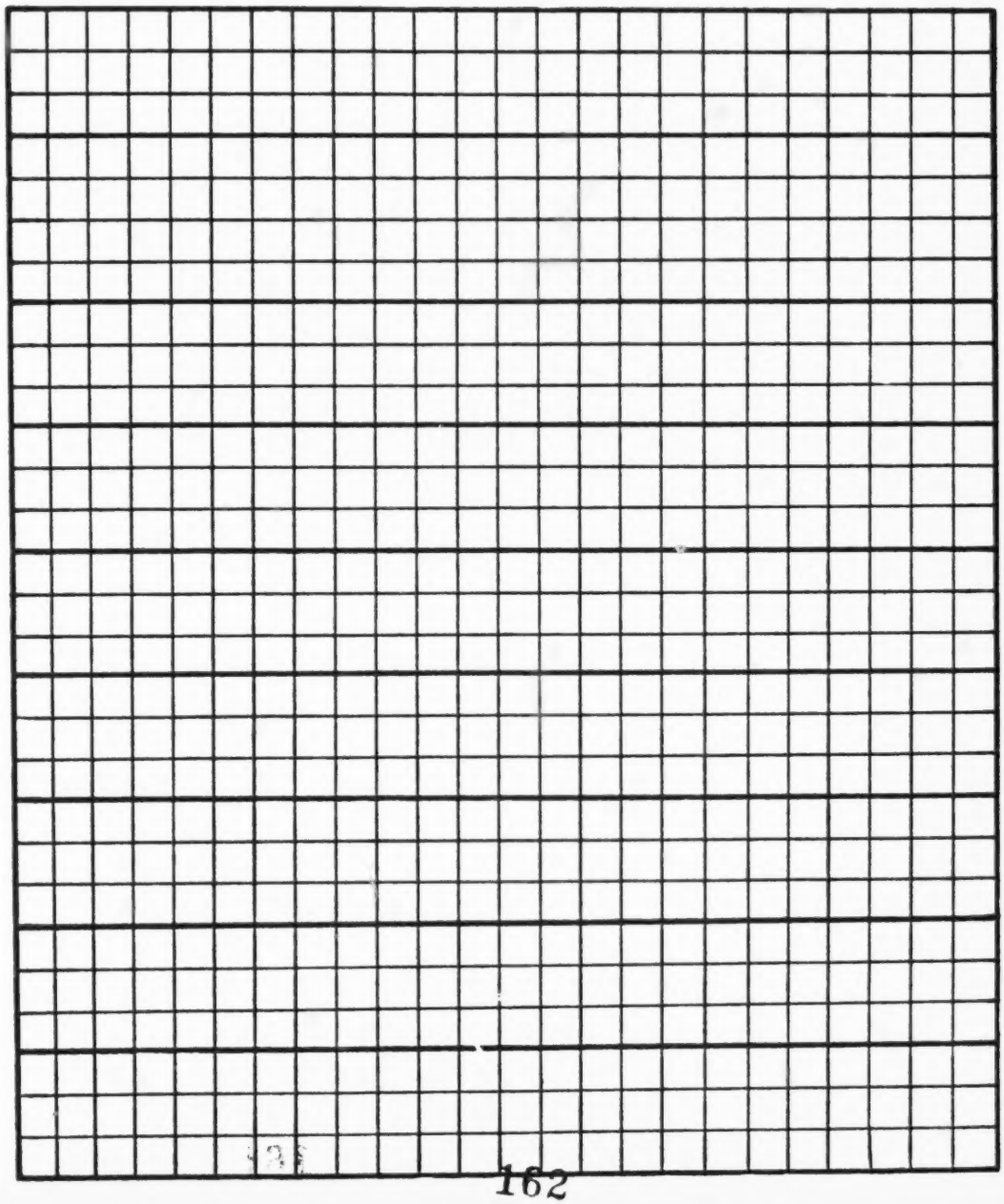
Date _____ Room _____

STUDENT LEARNING BEHAVIOR

	10 minutes	20 minutes	30 minutes	40 minutes
Target group				
Class				

Topics:

COMMUNICATION MODES



Management

Attendance
Assignments
A.V. set up/take down
Pass/collect papers

Informational

Lectures
Reading
A.V.

Illustrative

Examples
Stories
Illustration

Interrogative

T-S question
S-T question

Interactive

T-S-T discussion
S-T-S discussion

Recitational

Homework
Reports

Independent Study

Reading
Writing
Problem solving

Digressive

Nonsubject related
Jokes

Evaluative

Tests
Quizzes

Observational Comments:

150

Communication Modes:

Management

Informational

#1
#2
#3
#4
#5
#6

Illustrative

Interrogative

Interactive

Recitational

Independent Study

Digressive

Evaluative

Different Student Participation

Target Student Participation

Target Student Comments

Summary:

of class" was used as a reference to the various modes of communications used and observations made.

Observations on student learning behavior included all class members. Data consists of comments on the general demeanor of the class at specified times during each class period. These observations were made at the 10, 20, 30, and 40 minute marks during a 50 minute class period and at the 15, 30, 45, and 60 minute marks for 1 1/4 hour classes. Comments are directed toward describing the general attentiveness and involvement of students in the learning process.

Information on the seating arrangement for each class was also gathered showing the location of males and females during class and specifying the sample number and location of the adults in the target population. This data describes the sex composition and distribution of the class and attendance on days observed for each class. This data was recorded on the observation log sheet.

The most extensive data collected involved communication modes. There are ten actual modes of communication with nine involving some form of active involvement on the part of the instructor or students. The tenth mode involves noncommunication or nonclass time. The grid on the front side of the log form is used to record time spent for each communication mode. Recording was done as follows: time was recorded in terms of the minute of the class that each event occurred beginning with minute #1 and continuing to minute #50 for a regular or 50 minute class period. Time was also kept to the ten second levels, particularly in the areas involving interrogative and interactive exchanges where time frames were generally very short.

The specific communication modes observed are as follows:

Management mode. This category of communication generally occurred at the beginning and end of the class period. It includes behavior such as the instructor taking attendance, making announcements, giving assignments, setting up AV equipment, and passing out or collecting papers, tests, or other materials.

Informational mode. This form of communication was most frequently lecture time or occasionally time spent in viewing a film, filmstrip, watching a TV monitor, or writing material on a chalkboard while lecturing.

Illustrative mode. This is frequently a subcategory of the lecture mode but has been kept separate because it denotes the process of adapting conceptual material to symbols in forms more easily understood or remembered by students. It includes examples, analogies, stories, and illustrations.

Interrogative mode. This mode of communication involves the use of questioning and problem solving as a means of encouraging students to think about and apply concepts and information important in the course. It also includes by students the use of rhetorical questions by the instructor for which no direct answer was expected or allowed.

Interactive mode. This mode of communication covers both teacher-initiated (T-S-T) and student-initiated (S-T-S or S^1-S^2-S^1-S^3, etc.) discussions. Communication in this mode requires at least three exchanges to be regarded as interactive and not the interrogative mode.

Recitational mode. This includes student reports and extended comments made by students on previously assigned work.

Independent study mode. This category covers work done during the class period such as reading or writing or working specific problems or practice assigned by the instructor. This mode of communication was most frequently associated with developmental courses where students frequently worked on an individual basis.

Digressive mode. This mode occurred only after class formally started or before it formally ended. It involves time spent either socializing or on subjects that appeared to the observer as nonclass related.

Evaluative mode. This includes quizzes and tests administered by the instructor.

Nonclass time mode. This mode of noncommunication generally occurred when the instructor arrived late for class, did not start the class on time, or dismissed class before the class period had ended.

The last type of data covers observational comments to be recorded on the reverse side of the log form. These comments include both teacher and student behaviors and occurrances in the classroom or adjacent rooms or hallways that may have had some effect on the teaching-learning process. Comments here are also referenced by the minute of class so the relationship to topics, and communication modes and disruptive incidents, can be reconstructed.

Additional space was allocated on the obverse of the observation log to summarize log content and to allow room for specific observer comments. A revised form of the log is included in Appendix E which incorporates modifications made to accommodate recording procedures mentioned here and recorded in improvised form on the log sheets used in the problem investigation stage of the study for task #2.

Observation Procedures

Three observers were used to collect classroom observation data. These included the project director and two LLP staff members. The project director trained both observers and reviewed with them the data collected as a result of the first and second observations and then periodically to ensure uniformity and comparability in data.

Meetings were held with each instructor of the courses selected for observation. The purpose of these meetings was to: (1) explain the general purpose of the project and respond to any questions, (2) identify the sample of adults being observed and to set up procedures where information on learning and grades could be picked up periodically, and (3) secure information about the courses which included such things as the course syllabus, schedule, textbooks, and copies of tests administered. Observers purchased copies of the textbooks and related materials for each course observed.

Classroom visits were usually arranged in advance with the instructor. During the first class visit (which may or may not have been the first class meeting) the researcher was sometimes introduced by the instructor to the class. In cases where the daily diary logs were passed out to target group members, the researcher met with the target group the first observation day after class was dismissed to explain the study to them and the purpose of the daily diaries, classroom observations, and the plan to conduct interviews. In most instances when students knew the purpose of the researcher's presence in their group, they were much more open and informative in their discussions with the project staff during the study.

For class visits, observers arrived early for each class in order to avoid being conspicuous and to be in place and ready for class. The observers generally were seated in a row along one side of the class about half-way or further back where most students and the instructor could easily be seen. Each observer was equipped with a copy of the class text, a stop watch or timing device, pencil, and an observation log form. Each class observation represented a concentrated effort to record teaching-learning activities in a sequential time activity distribution matrix.

At the conclusion of each class, the observer approached the instructor to get clarification on specific events of importance and to inform the instructor of the next planned observation date.

Time Analysis of Communication Modes

The analysis of time utilization in the classroom in the communication mode categories listed on the classroom observation log has been done for each set of classroom observations and in summary form. The time analysis charts for the individual courses observed are presented in Appendix F. Each of these is based on at least two visits up to including in two instances 11 class visits. The greater the number of visits the more representative the analysis will be of the typical instructional situation. Those with few classroom observations must be regarded as only general or possibly nonrepresentative descriptions of time utilization. For example, for one 75-minute class it was observed four times, first on the first day of class when the instructor covered a general but highly relevant topic, explained the course, made assignments, and dismissed the class early; and on the fourth visit the instructor scheduled a film for the class to view due to a

commitment to be at a professional meeting. The instructor made arrangements for a colleague to meet with the class to show the film which resulted in a 40-minute early dismissal.

The data presented on the time analysis charts are descriptive in terms of the time utilization of the teaching-learning situation and not learning content or process. These analyses are not intended for evaluation purposes because observations were not conducted systematically with all institutional personnel. They will hopefully present data that can be correlated with the adult interviews to supply background data for understanding their comments and personal concerns.

The time analysis charts were summarized from the data that appears on the classroom observation logs. The minutes listed are the actual times used for a particular mode for the total number of classes observed. The minutes used for the Illustrative, Interrogative, and Interactive modes are counted in the overall time for the Informational mode. The percentages of time reported for these are of the total Informational mode and not total class time. These charts also appear as part of the sections for the Summaries of Classroom Observations.

Although there was a total of 17 classes observed, only 12 charts were developed for these classes. This was due to the nature of some of the classes. For example, CLA 131-12, Medical Terminology from Greek and Latin, was set-up by the instructor on an independent study basis. Therefore, the only time the class met was for scheduled tests which was also on a flexible time basis.

The summary time analysis chart describes time utilization for the total of all observations for the 12 classes. This chart is presented on the next page.

Chart 43

Summary Time Analysis of Communication Modes
for 12 Sets of Classroom Observations

Modes	Total Minutes	Total % of Time
Management	375.00	9.30
Informational	2,052.80	50.81
Illustrative	194.00*	9.50*
Interrogative	226.46*	11.03*
Interactive	120.82*	5.89*
Recitational	0.00	0.00
Independent Study	772.00	19.10
Digressive	26.00	.64
Evaluative	253.20	6.27
Nonclass Time	561.00	13.88
TOTAL	4,040.00	100.00

*Analyzed as part of Informational (Lecture) Time

SECTION V: WITHDRAWAL STUDENT SURVEY

INTRODUCTION

What are some of the factors related to adults withdrawing from school after registering and sometimes attending class for several days or weeks?

To identify these factors, a survey was conducted using two methods for data collection: (1) a withdrawal questionnaire, and (2) a telephone interview with respondents who agreed to provide further information.

The withdrawal questionnaire was sent out to 23 Southwest Virginia Community College and 10 Ashland Community College adults who applied for admission, registered for classes, and then withdrew during the first few weeks of the fall 1983 quarter/semester. Some of the students surveyed had attended the college previously while others had not attended prior to this quarter/semester.

The sample contacted at both colleges were identified using institutional records. These subjects were part of the total sample studied for task #2.

Respondents to the withdrawal questionnaire included 3 ACC and 19 SVCC adults and respondents to the telephone interview included 7 ACC and 10 SVCC adults.

This report analyzes the results of this survey. A copy of the questionnaire and a summary of the findings is presented in Appendix G.

Basic Concerns Identified by Adult Students Who Returned to School and Withdrew

Ten students of the 19 SVCC and 3 ACC adults who filled out and returned withdrawal questionnaires ranked common problems that adults encounter on

returning to school. The top twelve factors identified by respondents are ranked as follows:

Rank	Factor	Rank	Factor
1	Enough Money for School	9	Course Over my Head
2.5	Family Responsibility	9	Being in School With Younger Students
2.5	Learning to Study Again	9	Lack of Readiness for College
4	Having Time to Study	9	Family Baby-Sitting Responsibilities
5	Getting To and From School	12	Instructors Don't Care
6	Work Responsibility		
9	Having Help Deciding on a Career		

Reasons for Entrance and Withdrawal Given by ACC Students

Withdrawal Questionnaires

One 41-year old ACC female entered college because she had been unemployed for one and a half years even though, as she stated, she was "a very good bookkeeper." She had found college graduates applying for the same positions she sought. However, after attending four classes of fall quarter at ACC, she "got a very good job, better than the one I could get with a two-year degree," and she "gladly went back to work." She listed "Learning to Study Again" as the number one problem of returning adult students and added a number two of her own "Not Having Enough Background. Courses Over My Head."

A 28-year-old male listed his reason for entering ACC as "Learned to Read," and added that he withdrew before starting classes because he "didn't have the money."

A 27-year-old married female with two children entered because she "wanted to go into nursing," and then withdrew before starting classes because of lack of money.

Telephone Interviews

A female adult student who had attended ACC full-time in the Pre-Nursing program for "about half of the semester" dropped out when it "became so hectic" that she decided she couldn't do it any more. Although she was not married, she had to take care of the house while her father worked and take care of her niece and nephew. She began getting farther and farther behind with her school work and became discouraged, eventually dropping out. As she related, she was sorry she had not talked to anyone about her problems before withdrawing. She had not learned to set priorities for home and school work, and she "felt sick" over dropping out because she believed it was the "Lord's will" for her to be in school.

Another ACC female who dropped out also said she was "absolutely sick" that things did not work out for her to stay. After being laid off from her job with a local company, she had registered for Pre-Nursing classes hoping to receive tuition assistance from the company. However, the assistance did not come through. In addition, the person with whom she had planned to ride to school was not able to enter at this time.

Another ACC female had also applied for admission in expectation of receiving tuition assistance from the same former company employer after being laid off. She withdrew when she found she would not receive the assistance.

Another female who withdrew the first day of classes did so because the grant for which she had applied did not come in on time. Working as a salesperson at K-Mart, she had hoped to be able to move up into a better-paying job by getting an Associate Degree.

Another female who enrolled in computer classes dropped out after two weeks because she did not have a babysitter. Her advisor had tried to help her rearrange her schedule to fit her child's kindergarten hours, but it could not be worked out.

The one ACC male who gave a telephone interview stated that he dropped out of school after three weeks because of personal reasons. He had had "a little mishap" and was forced to withdraw: "I had to do it." He had enrolled for 15 hours in Data Processing, hoping to be able to work up and out of general laboring jobs into a career in the computer field, perhaps eventually getting a four-year degree.

Reasons for Entrance and Withdrawal Given by SVCC Students

Withdrawal Questionnaires

One 27-year-old divorced male who said his reason for entering college was "to further my education and make use of VA benefits," stated that he transferred to another community college before the quarter began. A 17-year-old male who listed his highest completed grade as the 10th stated that he had entered school to get training for finding a job. He attended school for one week before withdrawing, stating as his reason, "I had been out of school and after going back I did not know how to deal with it." He ranked as number one in problems that adults encounter on returning to school, "Enough Money for School." His number two ranked problem was "Learning to Study Again."

A 22-year-old female had attended SVCC during spring and summer quarters and then dropped out after starting in the fall. She had chosen Secretarial Science or Business Administration as her occupational goal, and she planned to return at a later date. She stated that her major reason for withdrawing was that she got married in between summer and fall quarters. She had to ride the bus to school, which involved leaving home at 7:45 and not getting back until 4:00 p.m. It became difficult to take care of housework and find time to study. In addition, after marriage she was ineligible to receive financial aid. She stated that she would only be able to afford one class at a time in the future.

Another 26-year-old single female had received a certificate in Child Care from SVCC in 1980. She had reentered the college and attended from 1980 to 1983 in hopes of getting a degree in Education. She listed as her reasons for dropping out:

> My family responsibilities kept me from studying. I felt no one cared, especially one of my teachers; finally I became so frustrated and aggravated with college that I quit.

A 41-year-old married female with two children had entered school because she taught Cosmotology at a local vocational school and needed six hours for teacher certificate renewal. She listed no reason for withdrawing.

A 29-year-old married female with one child said that her reason for entering was "To get a more secure and better paying job." She enrolled in the welding program and attended school one night before withdrawing, stating that her reason was "responsibilities at home." She added that her husband "didn't like welding for me." On her questionnaire she listed as her number one problem that adults encounter on returning to school, "Enough

Money for School," and her number two choice, "Family Responsibility." She added a third choice of her own, "Having Help Deciding on a Career."

A 20-year-old male who had attended SVCC a few weeks during fall 1981 also registered for fall 1983 and withdrew without meeting the first class. He wanted a degree in Mining Technology "to be able to make a comfortable living" and "stand a better chance of advancement in my profession." He listed as his reason for withdrawing the fact that he got married in 1983 and had to find a job (he had been unemployed at the time of registration). This student listed "Enough Money for School" for his number one problem that adults typically encounter.

Another 33-year-old married male with four children, who listed a BS degree as his highest grade completed, stated that his reason for entering was to "gain knowledge about Data Processing." He attended classes for three or four weeks before withdrawing because of having "to miss 2-3 classes in a row due to deer season and wife having a baby."

A 20-year-old single male had attended SVCC for two years, having entered after high school graduation to learn business skills in order to help his father in the paving business. He stated that he had quit school on an impulse the first day of returning for fall quarter. In his interview he stated that "Something came over me and I decided I didn't want to be here no more, so I figured I was wasting my money...and I haven't regretted it since." However, on his withdrawal questionnaire he stated as his reason for dropping out:

> I felt that I wanted to spend that time that I used for school preparing for the coming of the Lord. God <u>is</u> coming back to take those who are ready to go.

Telephone Interviews

Ten SVCC and seven ACC students were contacted for a telephone interview as a follow-up to the withdrawal questionnaire. A copy of the interview questionnaire is presented in Appendix H.

The following is selected comments taken from the interview questionnaire.

One 22-year-old SVCC female stated in her telephone interview that she had had no particular trouble with school until she got married between summer and fall quarters. She had also had to let her car "go back" and had to ride the bus to school. She thus had to be at school all day (from 8:00 a.m. till 4:00 p.m.) even if she had only two hours of classes. After marriage, it became difficult for her to keep up with her studies. She had thought about withdrawing for several weeks but did not talk to anyone about it. She said her advisor "was busy" and "hard to pin down." She had done "real well" in relation to the other students and was "practically an A student." She was able to keep up with her studies in Secretarial Science until she got married and then it became "too much."

Another 22-year-old SVCC female who had started the fall quarter as a full-time student in the Pre-Nursing program said she withdrew because she "didn't know how much time it really took for studying again." It was hard for her to spend the time she needed with her year-old daughter. After talking with her advisor, who was "very helpful," she decided to drop out of school and wait to reenter until after her daughter was in school.

Both home and school reasons were given for the withdrawal of a 26-year-old single female who had previously attended SVCC and received a certificate in Child Care in 1980. She had returned to college to get a

degree in Education and had "held on for about two years" before dropping out. In her interview she related that during the last year, "I just couldn't take any more of it. It was just gettin' to me." On questioning, this student stated that she was now doing "private sitting," taking care of old people in their homes at night. As she related, the first year of school was "all right," but during the second year "everything was just fallin' apart. My home life...school life." This student stated on her withdrawal questionnaire that she was failing Biology and Math. She did not reveal this information in her interview. She stated that, although some of the instructors were friendly, others played favorites and paid more attention to the smarter students. She felt that the Biology instructor's tests "didn't make any sense." The Biology instructor would get mad when students asked questions. Also, her second Math teacher went too fast for her to understand: "Either you get it or you don't."

A SVCC male who had no previous attendance at the college withdrew from school the first day of classes, stating that he had planned to attend full-time in the Electronics program. He said he dropped out because he was "just sort of burned out on school" and "wanted to take some time off," adding that he was thinking about returning to Southwest "this coming fall."

Another young male student had entered SVCC the same year he graduated from high school in 1981. He was enrolled full-time in business studies and hoped to be able to help his father run a private paving business. He had had no trouble with classes or with listening and concentrating. At first, he related, he had "had a big thirst for knowledge," and then "I think it wore off...and a lot of my peers, I think it wore off on them, too." He said he was working part-time for his father and admitted he

"goofed off a lot" and had his mind on other things. He had quit school on impulse and had only thought about quitting the same day he withdrew.

Withdrawals Due to Cancellation of Classes

Students who registered for classes that were cancelled because of insufficient enrollment included a 22-year-old male who wanted to learn electronics as a trade to help him find employment in another field of work. Another 23-year-old female had registered for a bookkeeping class to "further my job capabilities." A 22-year-old female who worked in a hospital had wanted to take a pharmacy technology course that was cancelled. A 22-year-old male who listed himself "happily single" had registered for a wildlife course that was cancelled due to insufficient enrollment. A 35-year-old female had wanted to take a night class which interested her (Psychology). She had no previous attendance at SVCC but had some credit hours in Business Administration and Nursing and wanted to return to college eventually. Another 29-year-old female had registered for a typing class to help her in her work. She listed "Work Responsibility," "Learning to Study Again," and "Having Time to Study Again" as her top one, two, and three choices, respectively, of common problems adults encounter on returning to school.

Impeding Factors Based on Telephone Interviews

Nine categories of impeding factors have been identified from the private telephone interviews held with ten SVCC and seven ACC adult students.

In the category of testing two students from SVCC were concerned and made remarks about "feeling nervous about tests and quizzes," and "tests

that didn't make sense." This category was not identified as a problem by the ACC students.

Money always seems to be a problem with four SVCC and two ACC students identifying reasons such as lacking money for school tuition, books; losing qualification for financial aid after getting married; needing to look for full-time employment; getting married and having to take a full-time job; not getting expected tuition assistance from company employer and getting laid off; and not getting student assistance (grant) in time to pay for tuition.

Three SVCC students identified instructors as a concern. One student had an instructor who "went too fast," while another student had instructors who sometimes "acted like they didn't want to help you," and the third student had instructors who got angry when students missed classes because of snow and had to make up tests.

The largest category of concern deals with studies as stated by six of the ten SVCC students and two of the seven ACC students. Some of the comments concerning studies are: feeling pressured at times when school work was heavy; difficulty understanding textbooks (having to read several times); difficulty finding time to study because of home responsibilities; lack of knowledge about the time that was necessary for school study; being "burned out on school," wanting "to take some time off"; not knowing how to deal with school, being inadequately prepared; difficulty managing time, setting priorities for school work and home responsibilities; and difficulty with Anatomy class (feeling that she could not "grasp" it).

The category of home/family was the second major concern. Four SVCC students cited problems such as: difficulty managing housework and study

time after getting married; having to ride bus to school and be away from home for long hours each day; having to miss two or three classes in a row due to deer season and wife having a baby; and husband not wanting wife to learn welding as a trade. ACC student comments related to home/family included difficulty managing time, setting priorities for school work and home responsibilities; and not having babysitter for child.

Two students, one from SVCC and one from ACC, felt they had not utilized their advisors in the proper manner. Both students cited the same problem of "not talking to advisor or instructors about problems with school before deciding to withdraw."

One SVCC student stated the "lack of support and encouragement from other young students" (who usually sat around "wishing they had a job") as being a concern.

Becoming ill and having to miss classes was identified by one SVCC student as an impeding factor that led to withdrawal from school. This factor did not emerge from the ACC interviews.

Transportation was identified as a problem by one SVCC student who had to ride the bus and be away from home for long hours each day. An ACC student who had difficulty finding a ride to school also cited this category as a problem.

Facilitating Factors Based on Telephone Interviews

Eight categories of facilitating factors were identified from the private telephone interviews held with ten SVCC and seven ACC adult students.

Under the category of school, two ACC students referred to the enjoyment of school and the facilities being comfortable as being helpful in their successful attendance in school.

The category of instructors/advisors tied as important facilitating factors with two SVCC students and two ACC students making comments such as: friendly and helpful instructors who were concerned about students; talking with a helpful advisor; liked instructors: "they were super," "explained course material well," and having a helpful advisor.

An ACC student cited "getting tuition assistance" was helpful for successful attendance in school.

The category of career improvement was identified by two SVCC students and two ACC students. Their comments referred to desire to learn business courses to help father in private business; help in maturing and becoming independent after graduation from high school; desire to "make something of my life," have a career; and desire to move out of general labor work.

Classes were also identified as a facilitating factor by one student. The SVCC student's comment referred to the enjoyment of school, classes as being helpful.

Another facilitating factor was the students themselves. Two students, one from ACC and one from SVCC, made the same comment that referred to making friends with other students while another student from SVCC referred to the desire to meet people and make new friends as helpful.

Only one student referred to the category of family as being a facilitating factor. The SVCC student commented on the encouragement from family and parents as being important to successful attendance in school.

The category of learning was the leading one pertaining to facilitating factors. Five students, four from SVCC and one from ACC, made comments that referred to assistance from tutors; enthusiasm over learning, desire to learn; being able to concentrate, listen, and take notes in class; and being able to read and understand textbooks were helpful to them.

SUMMARY

The purpose of the withdrawal survey was to identify common problems adults face that lead to their withdrawal from school during the first few days.

The average age for the 19 SVCC respondents was 31 and for the 3 ACC respondents it was 32. There were 9 male and 10 female respondents from SVCC with 13 married, 1 divorced, and 5 single. There were 1 male and 2 female respondents from ACC with 2 married and the other's marital status not given.

Out of the 19 SVCC respondents only six had children and two out of the three ACC respondents had children. The average highest grade completed for the SVCC respondents was 12th. It was interesting to note that a 77-year-old respondent had only completed the 8th grade and a 17-year-old respondent only completed the 9-10th grade. One 67-year-old female had completed four years of college and had worked on her MA degree. Another 33-year-old male had a BS degree and a 27-year-old married male had 58 semester hours toward a degree. Two respondents from ACC had completed the 12th grade and the third respondent had completed four years of college.

Their reasons for wanting to return to school ranged from taking courses to learn a hobby to upgrading their skills in order to get a job or move up in the job they already have.

Their reasons for withdrawing also varied. Six out of 19 from SVCC had to withdraw because of course cancellations. Several stated responsibilities at home or money problems.

When asked, as part of the withdrawal questionnaire, to rank the common problems adults encounter when returning to school, the number one problem that emerged was "not enough money for school." "Family responsibility" and "learning to study again" tied for second, and third was "not having time to study."

SECTION VI: RESEARCH SUMMARY AND PRELIMINARY THINKING ON INTERVENTIONS FOR VDT #2

Introduction

The theoretical approach for the Lifelong Learning Program utilizes the concept of educational development tasks to describe adult success or failure in completing educational or vocational technical training. As such, success for each educational development task is the product of the interaction and interrelation of both personal and situational domains in the pursuit of learning. This involves: (1) the exercise of personal initiative on the part of the adult learner to achieve his or her goals through education and training; and (2) the requirements for success as defined by the learning setting which include institutional policy, program and course requirements, instructional materials and processes, and instructor teaching style. The domain involving primarily personal factors has traditionally been accepted as the focus of the study of learning. The contextual or environmental domain, however, has recently emerged as the focus of study, and is now regarded as an important determinant for success in learning (Perlmutter 1982[1] and Spear 1984[2]). Research for the Lifelong Learning Program addresses both of these domains and, as a result, the research findings and interventions for task #2 address both of these domains.

The general findings for task #2 is that of 397 adults who registered for classes at both research sites, 21 percent withdrew within the first several weeks and an additional 24 percent did not register for the next term. This represents a 45 percent noncompletion rate. Data at one research site collected by the committee responsible for retention indicates a 66

percent noncompletion rate on program completion for both one and two year programs. It was not previously known that the greatest concentration of noncompleters occurred during the period of time covered by task #2. It should also be noted that of the 55 percent survivor rate for task #2, many adults were marginal in terms of successfully completing task #2 and going on into task #3.

Task #2 involved the collection of data using three basic methods: personal interviews, classroom observations, and daily logs. Procedures and instruments for each of these methods were designed to identify those factors that either enhanced or impeded adults in developing the personal competency to manage the learning process. Basic findings support earlier research that returning to school results in a marked transition for adults both psychologically and socially. Physical effects are also present, but seem to be related to the degree of commitment and control adults attained and levels of energy and stamina that they experienced. The following is a summary of the findings resulting from the analysis of data collected using these methods. This summary will not repeat information on instruments and procedures contained in earlier reports.

Interview Analysis

The analysis of the interviews with adults during the first several weeks of school reveals that there is a wide range of factors associated with adults' perceptions of their experiences during the first six-ten weeks of school. During this period, a feeling of "I can do it" gradually emerged for those who were successful and were able to manage and gain control over the learning process. Many, however, either lost or never

gained sufficient control to remain in school or shift from a preoccupation with "how to" to "what to" learn.

Table 1 (see page 98) displays the factor categories that emerged out of the analysis of the interview data. The table is organized to show both the impeding and facilitating factors as well as the relationship between these categories when one exists.

In most instances, the economic, home and family, and transportation factors were most acute at the start of school and proved to be facilitating or impeding depending on whether or not the adult was able to handle and resolve such problems. Exceptions to this are instances where an adult spouse's resentment deepened as the wife or husband continued in school or where an adult's, usually male, sense of guilt heightened as school went on because of unemployment and his not being able to provide for his family.

Factors in the categories involving the presence or absence of personal goals, adjustment to school, classroom system, and the institution itself tended to be even more pronounced later during the period covered by task #2. For most of these adults the sense of "accomplishment foreseen" or "failure foreseen" became a viable and vivid mental construct about midterm--six weeks into the quarter or eight weeks into the semester. This is the point where the concept of task #2--managing learning--becomes clear and distinguishable from learning associated with specific course content. Task #2 learning deals with the total experiences of adults and involves restructuring and reorganizing personal, home, work, and school relationships. This is essential to being able to demonstrate the ability to handle problems in all of these other areas while at the same time doing well in specific courses or classes for which mastery of the content becomes the criteria for success at school.

Classroom Observations

Analysis of data collected through classroom observation reveals essentially two basic types or levels of teaching and learning that were experienced by adults during the period covered by the study of task #2. These distinct types of teaching and learning are distinguishable along the lines of traditional, subject, or instructor centered versus learner centered classes. The former type consists of most math, language, science, and social science courses while the latter includes developmental, remedial, guidance, and some laboratory type classroom situations. It is interesting to note that these generally opposite systems of teaching and learning co-exist without any real concern or debate regarding their relative merits or potential for improving the overall educational process. Also, the instructors for these levels of classes seem to be suited by temperament to the type of instruction they are engaged in or feel most comfortable in providing. The learner centered instructors seem, in most cases, to have a special sensitivity to learners and their problems and are able to work effectively with them in helping them in more personal ways to develop specific skills and competencies.

Overall, however, it appears that the two distinct approaches are accepted and regarded as compatible. The underlying assumption is that in the final analysis everyone who completes school will have to function in and prove to be successful at the traditional level. By analogy, this means to get "out" you must learn to play "hard ball," but you can play "soft ball" for a while or until you are ready and able to meet the traditional institutional requirements for success. This may or may not be bad,

but should be an important part of the study of task #3. It does, however, highlight the absence of concern and debate regarding issues involving learning and the learning process in any form whatsoever. For task #2, though, it is important to recognize that for learning to occur that leads to managing or having control over the learning process as stipulated in task #2, adults need to have greater personal involvement in the learning process itself and to experience the curriculum in an integrative way.

Daily Diaries

This source of data served to confirm findings from the other sources--classroom observations and interviews--and did not introduce new facilitating or impeding factors. The daily diaries helped to illustrate how the factors identified using the other methodologies actually worked out in the experience of adults outside of school. They helped place into perspective what many adults had to deal with in attending to their normal responsibilities while at the same time attempting to accommodate new responsibilities associated with going to school.

The daily logs of the females, especially mothers, were particularly interesting. As a rule many of these women had to do everything that they had previously done along with the new school work. Even unemployed males, who were also heads of households, discovered that going to school required more time than previous work experiences which affected the time available to spend with their families.

Preliminary Findings for Task #2

The primary findings resulting from the study of task #2 "Adults Managing the Learning Process" relates to that aspect of self-directed learning that involves the ability of one to organize self to meet the requirements for success as defined by the institution and the courses enrolled in while, at the same time, managing a variety of other important responsibilities involving one's personal life, family, home, and work. Success in completing task #2 means being able to restructure one's life in such a way as to meet all these essential responsibilities within the time and personal resources available. This involves prioritizing activities and planning and allocating personal time, energy, and financial resources against a new or reorganized set of personal, social, and educational requirements. The clearer one's goals the more feasible management of the learning process becomes and the experience of being in school making sense in a fundamental personal way. When goals are present and can be articulated in language relevant to these learning experiences, the individuals experience personal renewal that creates conditions upon which new concerns and problems, which may otherwise be debilitating, are now more likely to be resolved. In other words, these adults become freer, more aware, more attentive, and are more likely to achieve greater balance and integration of their old and new responsibilities. As a consequence, these adults seem to gain greater control over what happens to them, and what will happen--in essence--experience success with task #2.

Adults who have not successfully completed task #1 "Adults Making the Commitment to Return to School" appear to be dealing with both tasks simultaneously and incur greater instances of failure in meeting the requirements for task #2.

Educational Importance

Adults generally participate in educational and vocational-technical training based upon personal objectives and goals. When their personal goals for being in school cannot be integrated with the perceived goals of the courses they are taking, they fail to gain a sense of personal control over the learning process. Instructor and knowledge centered learning situations, that do not make adequate provision for learner interaction and participation, impede development of the competency to manage learning. Positive forms of learning provide adults with a growing resource of relevant knowledge to articulate in more and more refined terms their purpose for being in school and serve as a source of motivation for continued learning.

Institutional policy and procedures involving governance, curriculum, and teaching are generally conceptualized and operated without a clear or integrated conceptualization of learning. This frequently imposes externally oriented and artificial constraints on adults in managing learning by diffusing learning goals and externalizing responsibility.

Interventions

The specific findings for task #2 indicate four areas amenable to intervention and therefore project concern. These four basic critical factors represent, when deficient or absent in the experience of adults, impeding

factors and when present and dominent they become facilitating factors. These basic factors are:

- personal goals - sense of purpose for being in school;
- school adjustment - effective study and learning skills;
- classroom experiences - teachers, instruction, and instructional materials; and
- institution - advising, placement, class size, and tutoring.

These factors cover both the individual and institutional domains addressed in the broader concept of learning addressed by the LLP.

The following is a summary of the specific task #2 interventions that appear to be most appropriate for development and validation.

Professional Development. This intervention is considered to be basic to most of the other interventions proposed. It will address the critical factors of class experiences including instruction and will be designed to provide faculty and instructional staff with systematic exposure to current theory and concepts on teaching and learning. It will consist of guidelines and recommendations for planning and conducting a series of workshops by prominent educators with expertise in learning and learning related to selected disciplines. The objective will be to raise the level of institutional and professional awareness and concern for learning and to create conditions for individual instructor and collective examination of teaching-learning practices.

Orientation Program. This intervention addresses the concerns expressed by adults related to the critical factors: personal and career goals, school adjustment, and institutional experiences.

It will consist of design specifications for the development of several modules that can be included in a one, two, or three credit hour orientation program to be provided to adults during their first term in school. These modules will be designed to promote learning and self development in areas such as educational and career planning, development of academic skills, and understanding institutional policies and procedures related to managing the learning process.

Reading Level Analysis. This intervention addresses the critical factors related to school adjustment and class and institutional experiences. It will be designed to provide guidelines for conducting reading level analyses of college textbooks and other instructional materials. It will utilize the Minnesota Educational Computing Consortium software package "School Utilities, Volume 2" on an Apple II (48K) microcomputer in conducting reading level analyses and developing recommendations for selecting, developing, or adapting alternative instructional materials.

Career Resource Center. This intervention will address the critical factors related to personal and career goals and the instructional aspect of class experiences. It will involve designing procedures and guidelines for expanding the use of the Educational Planning Resource Center (task #1 intervention) to support faculty and student use during the period of time associated with task #2. Expansions will include guidelines for the use of community resources, employer information, and using the resource center to promote in-depth occupational or vocational exploration activities through the initial courses for each major offered by an institution.

Progress Monitoring System. This intervention will address the critical factors related to school adjustment and class and institutional

experiences. The design for the progress monitoring system will involve use of the microcomputer and appropriate software to gather and organize information on a short-term basis to identify students experiencing difficulties in school due to attendance, class performance, homework, etc., and courses where more than one student may be having difficulty. Monitoring data will be generated on "exceptions," i.e., students or groups of students who may potentially be having difficulty meeting course requirements. Reports are to be provided to academic advisors and student services staff to help them become more responsive to student needs and provide for appropriate follow-up.

These interventions were discussed informally with staff at both research sites, confirmed, and modified as a result of the task #2 Intervention Planning Meeting held November 2-4, 1984. This meeting involved all seven schools participating in the LLP. The above interventions were thoroughly discussed and refined as a result of this meeting.

Conclusion

There are other data which could support a variety of other interventions. For example, interviews with students indicate negative instructor attitude as an impeding factor for them in managing the learning process and, as a result, some even withdrew from school for this reason. There are additional data that deal with the instructor and the teaching process such as "boring lectures" with no opportunity for student involvement in the learning process. This impeding factor would require two interventions, one to create an environment conducive to the problem and the second to deal with it.

There are other interventions that could be related to student identified impeding factors. For example, many adults have difficulty with the babysitting problem. Some have dropped out because their babysitters quit or some started school while their husbands were unemployed and assumed the role of babysitter. However, when the husband was called back to work, replacement could not be found thus causing the withdrawal. An example of an intervention to deal with this factor could be a day-care center at the institution. This day care center could be used as a learning site for students in other programs or courses.

The purpose of involving the research sites and the consortium schools in the intervention planning meeting was to have direct input into prioritizing interventions that are doable within the time and resources available during the remainder of the Lifelong Learning Program R & D.

References

1. Perlmutter, Marion and Judith A. List. "Learning in Later Adulthood" in Field, Tiffany M. et al. Review of Human Development, John Wiley and Sons, New York, 1982, (pgs. 551-552).

2. Spear, George E. and Donald W. Moker. "The Organizing Circumstance: Environmental Determinants in Self-Directed Learning." Adult Education Quarterly, Vol. 35, No. 1, Fall 1984, pgs. 1-10.

APPENDICES

Appendix A:

Daily Log Form and Instructions

Appalachia Educational Laboratory

Dear

The Appalachia Educational Laboratory is studying adult learning and would like to have your help. This part of the study focuses on adults returning to school. The task we would like you to do involves keeping a daily log on your school and nonschool activities.

This study is being done in cooperation with Ashland Community College. No information, however, on individuals will be shared with the school. The information you provide will be confidential and used as part of a summary report on adult learning.

Directions for Daily Logs

Begin your daily log by listing today's activities. This can be done at the end of each day. Begin your log with the time you get up in the morning and conclude with the time you go to bed. In each box, write brief notes describing the activities for that hour. For example, if you left home to go to school at 9:00 a.m. you might have the following:

9 a.m. Left for school and drove 1/2 hour. Returned books to Library. Met Joe and Sue for coffee in lounge.	or	6 p.m. Finished eating and did dishes. Studied Eng 101 for 40 minutes.

Include school, home/family, and outside work activities in your log.

We would like to have you keep this daily log for one week. Be sure to fill them out each day and be as accurate as possible, especially about your school work. At the end of the seven days, please send the log sheets to me using the stamped, self-addressed envelope provided. Thank you for your cooperation.

Sincerely,

WWA:ksc

Attachments

Walter W. Adams
Project Director
Lifelong Learning Program

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street P.O. Box 1348 • Charleston, West Virginia 25325 • (304) 347-0400
An Affirmative Action/Equal Opportunity Employer

DAILY LOG

Date: 9/7/83

Name: _____

5 a.m. Sleeping	6 a.m. - WAKE up, take a shower & get ready for school. 6:30 - WAKE my SON up. Get him washed up & dressed for school, then watch CARTOONS.	7 a.m. - started reading chap. 3 IN English, read apprx. 30 minutes. 7:30 - got our shoes ON & went outside to wait on our ride	8 a.m. - I dropped Dustin off at day-care, then went to the Dorm lab for breakfast. 8:20 - arrived at ACC & went to student lounge. I studied Med. term. til 8:50
9 a.m. - ENGLISH 101 MR. LEECY. We read & reviewed. We have to write a Paper & outline & still haven't been taught how!	10 a.m. - Psy. 110 - met in aud. torium where we were selected for this survey. 10:25 - went to student lounge & began filling in log.	11 a.m. - Get a coke & cigarette & study MEDICAL term. for 45 minutes. 11:45 - call day-care and check on Dustin.	12 p.m. (noon) - Review all my Psychology NOTES & do work sheet she passed out. Review chap. 1 & appendix for Friday.
1 p.m. - Relax & watch Days of our lives IN student lounge. think about GOD word essay for English	2 p.m. - Go to Leigh-Ann's to study. 2:15 - EAT lunch. & read over Psy. notes again	3 p.m. - Watch General Hospital	4 p.m. - Pick up Dustin at day care & go home & watch cartoons together until 4:45, then I begin supper.
5 p.m. We ate supper - then I freshen up for school & call Leigh to see what time she's coming. Wash supper dishes.	6 p.m. - Go to Sociology at 6:00. discussed chap 1 & took down Notes.	7 p.m. discuss Soc. chap 2 & took down NOTES from the lecture.	8 p.m. took 15 min. for break, smoke a cigarette & discuss with Mr. Miller's lecture with my class mates. 8:45 - Go home!
9 p.m. - bath Dustin & put him to bed at 9:30 sharp. The get in bed & relax 'til 10:00.	10 p.m. - Watch DYNASTY while I'm studying my Med. term.	11 p.m. - Pick up house take a bath & lay out my clothes & Dustin for tomorrow. Go to bed at 11:30.	12 a.m. (midnight) SLEEP
1 a.m. SLEEP	2 a.m. SLEEP	3 a.m. SLEEP	4 a.m. SLEEP

Appendix B:

Personal Data Tables

Table 1

Personal Data
ACC Females (N=14)

SAMPLE NUMBER	AGE	MARRIED	SINGLE	DIVORCED	CHILDREN	WORK PART-TIME OR FULL-TIME	ENROLLED PART-TIME OR FULL-TIME	NUMBER OF HOURS ENROLLED	MAJOR	GRADE AVERAGE	SPRING SCHEDULE (PRE-REGISTRATION)
8	22	X					Full-Time	13	Pre-Nursing	2.0	Registered for 4 courses
81	34	X			2		Full-Time	12	Pre-Nursing	3.5	Registered for 4 courses
73	34	X			2		Full-Time	12	Computer Science	3.0	Registered for 4 courses
96*	33	X			2		Part-Time	7	Pre-Nursing	4.0	Registered for 2 courses
165*	25		X				Part-Time	10	Dental Hygiene	3.7	Registered for 3 courses
68*	30		X				Full-Time	12	Computer Science	W	Withdrew
140	20	X			1		Full-Time	13	Pre-Nursing	3.7	Registered for 4 courses
125	27	X				Part-Time	Part-Time	9	Elementary Education	3.6	Registered for 5 courses
188	48	X			3		Full-Time	12	Pre-Nursing	2.3	Registered for 4 courses
104	31			X	3		Full-Time	13	Pre-Nursing	2.3	Registered for 4 courses
161	29	X			2		Full-Time	13	Mgt.-Tech.-Business	3.1	Registered for 5 courses
180*	38	X			2		Full-Time	16	Mgt.-Tech.-Business	2.5	Registered for 5 courses
79	26	X			1		Full-Time	13	Pre-Nursing	3.1	Registered for 5 courses
103	28	X			1		Full-Time	16	Mgt.-Tech.-Business	4.0	Registered for 4 courses

*No interview

Table 2

Personal Data
ACC Males (N=3)

SAMPLE NUMBER	AGE	MARRIED	SINGLE	DIVORCED	CHILDREN	WORK PART-TIME OR FULL-TIME	ENROLLED PART-TIME OR FULL-TIME	NUMBER OF HOURS ENROLLED	MAJOR	GRADE AVERAGE	SPRING SCHEDULE (PRE-REGISTRATION)
9	32			X	2		Full-Time	16	Business Administration	2.25	Registered for 8 courses
70*	27	X			1	Full-Time	Part-Time	6	Pre-Nursing	3.5	Did not return for spring quarter
150	22		X			Part-Time	Full-time	13	Elementary Education	1.7	Registered for 4 courses

*No interview

Table 3

Personal Data
SVCC Females (N=14)

SAMPLE NUMBER	AGE	MARRIED	SINGLE	DIVORCED	CHILDREN	WORK PART-TIME OR FULL-TIME	ENROLLED PART-TIME OR FULL-TIME	NUMBER OF HOURS ENROLLED	MAJOR	GRADE AVERAGE	SPRING SCHEDULE (PRE-REGISTRATION)
28	24		X			Part-Time	Full-Time	19	Science	3.5	Registered for 5 courses
80	24	X			2	Work-Study	Full-Time	13	Science	2.8	Registered for 6 coures, withdrew
152	24		X				Full-Time	16	Child Care	2.8	Registered for 5 courses
54	23	X			1	Work-Study	Full-Time	12	Secretarial Science	3.0	Registered for 4 courses, withdrew
4	42			X			Full-Time	17	Secretarial Science	3.8	Registered for 5 courses
139*	36	X			3	Part-Time	Part-Time	8	Science	3.2	Did not register winter quarter
108*	36	X			1	Full-Time	Part-Time	8	Science	2.6	Did not register during winter quarter
103*	36	X			2		Full-Time	16	Data Processing	4.0	Registered for 6 courses
78*	28	X			2		Part-Time	10	Secretarial Science	2.33	Did not register during winter quarter
97*	21	X			1		Full-Time	15	Clerical Studies	3.8	Registered for 5 courses
62*	24	X			1		Full-Time	17	Secretarial Science	3.5	Did not register during winter quarter
44*	25	X			1		Full-Time	14	Secretarial Science	3.8	Registered for 6 courses
1*	29						Full-Time	18	Electronic Servicing	2.0	Registered for 4 courses
9*	37	X					Full-Time	16	Secretarial Science	4.0	Registered for 6 courses

*No interview

Table 4

Personal Data
SVCC Males (N=4)

SAMPLE NUMBER	AGE	MARRIED	SINGLE	DIVORCED	CHILDREN	WORK PART-TIME OR FULL-TIME	ENROLLED PART-TIME OR FULL-TIME	NUMBER OF HOURS ENROLLED	MAJOR	GRADE AVERAGE	SPRING SCHEDULE (PRE-REGISTRATION)
30	38	X			1	Part-Time	Full-Time	15	Drafting	1.6	Registered for 6 courses, repeated basic arithmetic
95	36	X			2		Full-Time	13	Welding	3.9	Registered for 6 courses
22	25		X				Part-Time	10	General Curriculum	0.0	Registered again, repeating math course
126	31	X			3		Full-Time	18	Electronic Servicing	3.5	Registered for 5 courses

Appendix C:

Time Expenditure Charts

Table 1

Time Expenditure Chart
ACC Females (N=14)

Per Day Activities / Sample Number	Average Hours Spent in Class and Class Preparation		Average Hours Spent in Home and Child Care	Average Hours Spent in Social and Recreational Activities		Time Spent Traveling To and From School (Round Trip)	Time Spent in Paid Employment
	Class	Prep.		Social Activities	Watching TV		
8	2.6	3.78	3.53	0.78	1.14	1.50	
81	2.4	2.22	6.02	1.00	1.50	1.83	
73	2.4	2.46	4.58	1.54	3.60	1.16	
96*	1.4	2.38	5.91	1.28	1.57	.83	
165*	2.0	1.89	3.53	3.24	2.21	.33	
68*	2.4	1.35	1.75	4.07	2.28	.50	
140	2.6	5.36	3.92	0.57	2.60	2.00	
125	1.8	2.14	1.57	0.57	2.35	.50	5 hours, 3 days
188	2.4	2.00	5.09	2.42	0.83	1.50	
104	2.6	5.46	4.82	1.64	0.00	1.33	
161	2.6	3.95	5.92	1.34	0.60	1.33	
180*	3.2	2.38	4.00	2.04	1.07	.83	
79	2.6	1.73	4.00	2.65	0.35	.67	
103	3.2	3.77	4.05	1.00	0.78	.83	

*No interview.

Table 2

Time Expenditure Chart
ACC Males (N=3)

Per Day Activities / Sample Number	Average Hours Spent in Class and Class Preparation		Average Hours Spent in Home and Child Care	Average Hours Spent in Social and Recreational Activities		Time Spent Traveling To and From School (Round Trip)	Time Spent in Paid Employment
	Class	Prep.		Social Activities	Watching TV		
9	3.2	3.69	0.67	4.49	0.57	Not Recorded	
70*	1.2	1.57	3.20	0.00	0.42	Not Recorded	12 hours, 2 days 8 hours, 1 day
150	2.6	1.14	0.28	4.64	2.25	.16	4 hours, 4 days

*No interview.

Table 3

Time Expenditure Chart
SVCC Females (N=14)

Per Day Activities / Sample Number	Average Hours Spent in Class and Class Preparation		Average Hours Spent in Home and Child Care	Average Hours Spent in Social and Recreational Activities		Time Spent Traveling To and From School (Round Trip)	Time Spent in Paid Employment
	Class	Prep.		Social Activities	Watching TV		
28	3.8	3.90	3.07	3.25	0.14	.67	3 hours, 1 day
80	2.6	2.45	5.51	3.28	0.21	.67	2½ hours, 1 day 1 hour, 2 days
152	3.2	4.46	1.28	1.78	0.92	5.33	
54	2.4	2.07	2.64	1.28	2.21	5.33	2 hours, 1 day 3 hours, 1 day
4	3.4	2.10	2.85	1.78	2.85	.91	
139*	1.6	1.69	5.39	0.00	0.00	1.50	8 hours, 3 days
108*	1.6	1.52	3.47	1.21	1.85	.67	8 hours, 4 days
103*	3.2	1.32	4.45	2.07	1.85	.23	
78*	2.0	1.85	5.65	3.35	0.85	.50	
97*	3.0	1.15	5.21	1.92	1.92	1.33	
62*	3.4	1.83	4.33	1.65	2.86	.91	
44*	2.8	3.50	3.00	1.28	0.71	2.00	
1*	3.6	0.28	1.78	1.92	0.47	1.00	
9*	3.2	1.17	3.57	1.50	1.14	1.50	

*No interview.

Table 4

Time Expenditure Chart
SVCC Males (N=4)

Per Day Activities / Sample Number	Average Hours Spent in Class and Class Preparation		Average Hours Spent in Home and Child Care	Average Hours Spent in Social and Recreational Activities		Time Spent Traveling To and From School (Round Trip)	Time Spent in Paid Employment
	Class	Prep.		Social Activities	Watching TV		
30	3.0	1.09	0.35	3.76	4.57	2.00	9 hours, 2 days 3 hours, 1 day
95	2.6	0.00 incomplete	0.64	0.00 (incomplete)		2.00	
22	2.0	2.85	0.78	4.75	1.96	4.0	
126	3.6	3.25	0.59	0.00	1.28	1.50	

Appendix D:

Information from Personal Interview Tables

Table 1

Information from Personal Interviews
ACC Females (N=14)

SAMPLE NUMBER	INDICATES SUPPORT FROM HUSBAND, FAMILY	INDICATES POSITIVE RESPONSE TO SCHOOL	DEFINITE STUDY SCHEDULE	INDICATES ABILITY TO HANDLE SCHOOL RESPONSIBILITIES + HOME DUTIES	COMMENTS REGARDING REASON FOR ENTERING SCHOOL
8	Yes.	Yes. "I like it real well."	Hard to find time to study because of taking parents/ grandparents different places.	Says it isn't a problem.	Wants to enter Nursing program, but is having trouble with Anatomy.
81	Yes.	Yes.	Studies at home Tuesday and Thursday.	Yes. Is doing better than she expected.	Wants to enter Nursing program.
73	Husband is very supportive. Feels it is insurance against something happening to him.	Yes. "...in general I find it very enlightening."	Usually in evenings.	Yes. No difficulty so far.	Wants to be able to work in case she has to in future. "I like the opportunity to be able to... broaden my horizons..."
96*					
165*					
68*					
140	Husband not supportive but family very supportive.	Very enthused and very motivated.	Yes. (See average hours study per day)	Yes. Says school is going "great."	Says she is in school to do something for herself and her child. "I want to do it with all my heart because it's going to be a means of survival for me."
125	Husband is supportive and understanding.	Yes.	No. Helps husband in his business. Studies at work.	Yes.	
188	Husband is very supportive and helpful.	Yes. She finds school "exhilarating."	Somewhat.	Yes. "Feeling better every day."	Husband has terminal heart disease and wants her to attend school. She wants to enter Nursing program.
104	Yes. Children help with housework.	Positive, though "It's pretty tough."	Yes. Usually in evenings.	Yes.	Wants to enter Nursing program.
161	Yes.	Yes.	No. Has flexible hours.	Yes.	Wants to manage her own business some day. Has had experience but needs "written knowledge or the degree."
180*					
79	Husband is supportive and enthused.	Yes. "I feel like I'm doing something with my life."	No definite schedule. usually late in evening.	Yes.	Wants to enter Nursing program.
103	Yes. Husband likes her going to school.	Positive, but worries about keeping up with all of it.	Yes. After getting home in afternoons and in evening.	Sense of being stressed--so much to do. Worries, can't sleep. Worry/fear of tests.	Wants to eventually enter Data Processing when new program begins.

*No interview.

Table 2

Information from Personal Interviews
ACC Males (N=3)

SAMPLE NUMBER	INDICATES SUPPORT FROM WIFE, FAMILY	INDICATES POSITIVE RESPONSE TO SCHOOL	DEFINITE STUDY SCHEDULE	INDICATES ABILITY TO HANDLE SCHOOL RESPONSIBILITIES + HOME DUTIES	COMMENTS REGARDING REASON FOR ENTERING SCHOOL
9	Yes. Lives with family.	Feels better about himself since being in school.	No.	Says he is only worried about math.	Laid off job. Coming to school because of unemployment.
70*					
150	Family supportive. Lives with parents.	Says it feels good to be back in school.	Somewhat.	Says nothing has been difficult.	Wants degree in Elementary Education. Was laid off from full-time job, is unemployed.

*No interview.

Table 3

Information from Personal Interviews
SVCC Females (N=14)

SAMPLE NUMBER	INDICATES SUPPORT FROM HUSBAND, FAMILY	INDICATES POSITIVE RESPONSE TO SCHOOL	DEFINITE STUDY SCHEDULE	INDICATES ABILITY TO HANDLE SCHOOL RESPONSIBILITIES + HOME DUTIES	COMMENTS REGARDING REASON FOR ENTERING SCHOOL
28	Lives with family. Family is supportive.	Very positive.	Yes. Studies in late evening.	Works part-time and handles 19-20 hours of coursework. Yes.	Her "life's ambition" has been to be a nurse. Is now more determined than ever.
80	Husband says he doesn't care but makes her feel guilty.	Positive, but feels guilty about leaving children.	Waits till husband and children are asleep. Gets up at 1-3 a.m.	Doing same amount of housework. Says she is "barely holding up."	Wants to go to school in spite of husband's marginal support. "Before I came to college, I was nonexistent. I did nothing...now I'm somebody."
152	Lives with parents who are supportive.	Yes. "It's important to me."	Yes. Has a regular schedule.	Yes.	
54	Nominal. Husband told her she could attend school "as long as he didn't have to pay."	Yes. Enjoys getting out of house.	Studies between 10 p.m. and 1 a.m.	Difficulty with Bus. Math. Flunking because of Algebra. Feels frustrated about math.	Had wanted to come to college for some time. "Kept after" husband, got financial aid.
4	Lives by herself. Family supportive.	"It's better than what I expected."	Can study when she wants to at home.	Yes, although nervous about tests.	Feels as an adult she is coming to school because she wants to--unlike some young students who come because parents make them.
139*					
108*					
103*					
78*					
97*					
62*					
44*					
1*					
9*					

*No interview.

Table 4

Information from Personal Interviews
SVCC Males (N=4)

SAMPLE NUMBER	INDICATES SUPPORT FROM WIFE, FAMILY	INDICATES POSITIVE RESPONSE TO SCHOOL	DEFINITE STUDY SCHEDULE	INDICATES ABILITY TO HANDLE SCHOOL RESPONSIBILITIES + HOME DUTIES	COMMENTS REGARDING REASON FOR ENTERING SCHOOL
30	No, wife gave him little support.	No. Said he didn't feel he belonged in school.	No. Studied after doing what he had to "around house."	No. He didn't understand what was expected of him in classes.	Entered school because he couldn't find a job. Would rather be working than in school.
95	Yes.	Not completely. Feels he should be working.	No.	Difficulty in adjusting to classes other than welding.	Hopes to have his own body and fender and welding shop. Is unemployed.
22	Yes.	Yes.	No.	Indicated he wasn't having major trouble.	Came to school to improve job status. Was unemployed.
126	Yes.	Yes. Says going to college has made him feel better.	Yes. Makes tapes of lectures.	In pain because of back but is able to keep up studies.	Injured his back in a mine accident. Coming to school to learn another trade: Electronic Servicing.

Appendix E:

Revised Classroom Observation Log

WWA
Revised
6/14/84

CLASSROOM OBSERVATION LOG

Observer _____ Class _____

Date _____ Room _____

STUDENT LEARNING BEHAVIOR

10 minutes	20 minutes	30 minutes	40 minutes

Topics:

COMMUNICATION MODES

Management

Attendance/Assignments
A.V. set up/take down
Pass/collect papers

Informational

Lectures
Reading
A.V.

Illustrative

Examples
Illustrations

Interrogative

Rhetorical
T-S question
S-T question

Interactive

T-S-T discussion
S-T-S discussion

Recitational

Homework
Reports

Independent Study

Reading/Writing
Problem solving

Digressive

Nonsubject related
Jokes

Evaluative

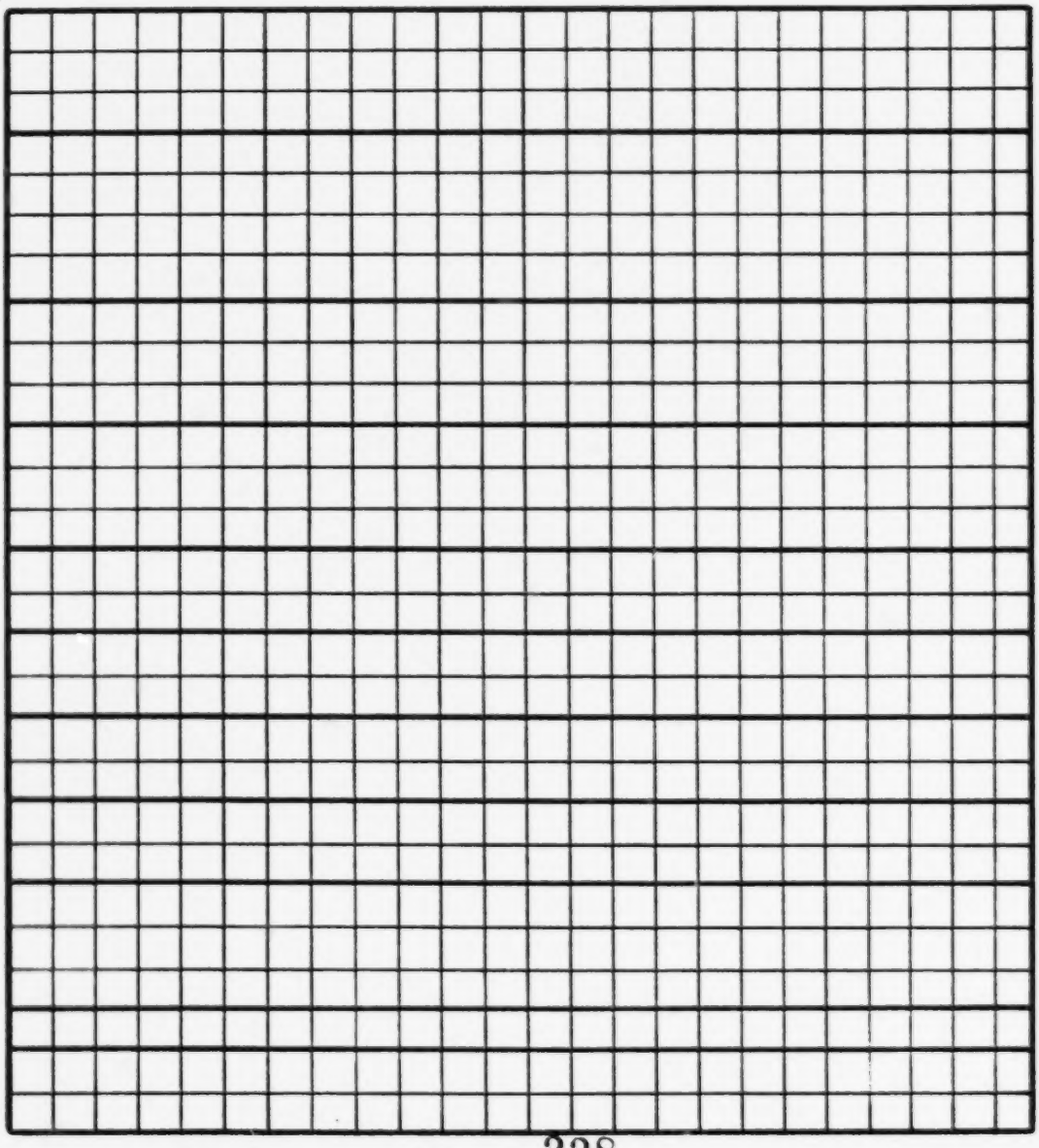
Tests
Quizzes

Nonclass Time

Miscellaneous

_____

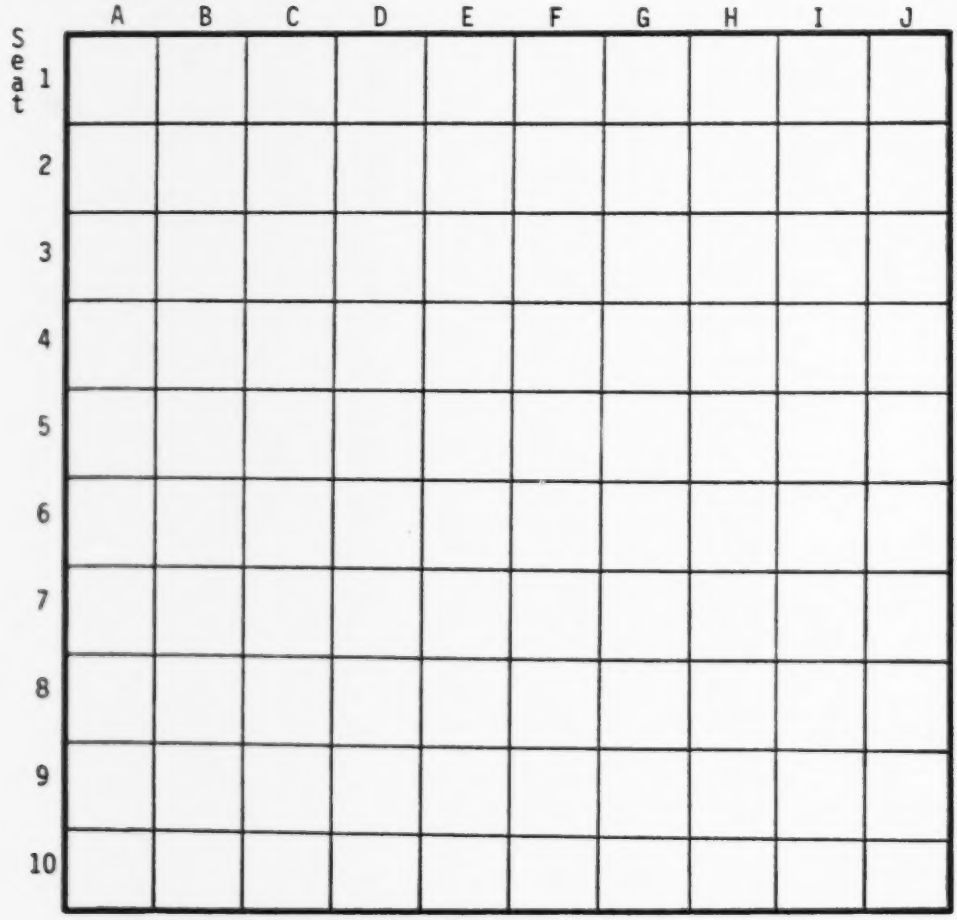
_____



Observational Comments:

Summary:

SEATING PLAN



Appendix F:

Time Analysis of Communication Modes Charts

ACC English 101-13
ACC English 101-16
ACC DRE 140-16
ACC History 108-11
ACC Psychology 110-11
ACC Sociology 101-11

SVCC Business Math I
SVCC English 01-1
SVCC English 101-01
SVCC GEN 100-17, 106-1
SVCC Government 180-2
SVCC Math 05, 06

ACC ENGLISH 101-13

Time Analysis of Communication Modes
Eleven 50-Minute Observations

Modes	Minutes	% of Time
Management	79.00	14.36
Informational	357.00	64.91
Illustrative	56.00*	15.70*
Interrogative	77.00*	21.60*
Interactive	52.00*	14.60*
Recitational	0.00	0.00
Independent Study	80.00	14.55
Digressive	0.00	0.00
Evaluative	0.00	0.00
Nonclass	34.00	6.18
TOTAL	550.00	100.00

*Analyzed as part of Informational (Lecture) Time

ACC ENGLISH 101-16

Time Analysis of Communication Modes
Seven 50-Minute Observations

Modes	Minutes	% of Time
Management	36.00	10.29
Informational	173.00	49.43
Illustrative	13.00*	7.51*
Interrogative	1.00*	.57*
Interactive	14.00*	8.09*
Recitational	0.00	0.00
Independent Study	53.00	15.14
Digressive	4.00	1.14
Evaluative	8.00	2.29
Nonclass	76.00	21.71
TOTAL	350.00	100.00

*Analyzed as part of Informational (Lecture) Time

ACC DRE 140-16

Time Analysis of Communication Modes
Five 50-Minute Observations

Modes	Minutes	% of Time
Management	20.00	6.70
Informational	197.00	65.70
Illustrative	6.00*	.30*
Interrogative	6.30*	.30*
Interactive	0.00*	0.00*
Recitational	0.00	0.00
Independent Study	30.00	10.00
Digressive	3.00	1.00
Evaluative	15.00	5.00
Nonclass	35.00	11.70
TOTAL	300.00	100.10

*Analyzed as part of Informational (Lecture) Time

ACC HISTORY 108-11

Time Analysis of Communication Modes
Five 50-Minute Observations

Modes	Minutes	% of Time
Management	15.00**	6.00
Informational	229.00	91.60
Illustrative	3.00*	1.40*
Interrogative	34.00*	16.40*
Interactive	8.00*	3.90*
Recitational	0.00	0.00
Independent Study	0.00	0.00
Digressive	0.00	0.00
Evaluative	0.00	0.00
Nonclass	6.00	2.40
TOTAL	250.00	100.90

*Analyzed as part of Informational (Lecture) Time

**Twelve minutes or 4.8 percent increase in class time due to early start

ACC PSYCHOLOGY 110-11

Time Analysis of Communication Modes
Eleven 50-Minute Observations

Modes	Minutes	% of Time
Management	65.00	11.80
Informational	307.00	56.40
Illustrative	12.00*	3.00*
Interrogative	53.00*	17.00*
Interactive	25.00*	8.00*
Recitational	0.00	0.00
Independent Study	0.00	0.00
Digressive	7.00	1.30
Evaluative	47.00	8.50
Nonclass	125.00	22.70
TOTAL	551.00	100.7

*Analyzed as part of Informational (Lecture) Time

ACC SOCIOLOGY 101-11

Time Analysis of Communication Modes
Six 50-Minute Observations

Modes	Minutes	% of Time
Management	26.00	8.66
Informational	220.00	66.60
Illustrative	39.00*	17.71*
Interrogative	8.16*	3.70*
Interactive	4.82*	2.19*
Recitational	0.00	0.00
Independent Study	0.00	0.00
Digressive	0.00	0.00
Evaluative	45.00	15.00
Nonclass	8.00	2.66
TOTAL	300.00	100.00

*Analyzed as part of Informational (Lecture) Time

SVCC BUSINESS MATH I

Time Analysis of Communication Modes
Three 75-Minute Observations

Modes	Minutes	% of Time
Management	20.00	8.89
Informational	107.00	47.56
Illustrative	15.00*	14.00*
Interrogative	0.00*	0.00*
Interactive	1.00*	.23*
Recitational	0.00	0.00
Independent Study	76.00	33.78
Digressive	0.00	0.00
Evaluative	3.00	1.33
Nonclass	19.00	8.44
TOTAL	225.00	100.00

*Analyzed as part of Informational (Lecture) Time

SVCC ENGLISH 01-1

Time Analysis of Communication Modes
Three 75-Minute Observations

Modes	Minutes	% of Time
Management	27.00	12.00
Informational	62.00	27.56
Illustrative	15.00*	2.40*
Interrogative	0.00*	0.00*
Interactive	0.00*	0.00*
Recitational	0.00	0.00
Independent Study	55.00	24.44
Digressive	0.00	0.00
Evaluative	74.00	32.90
Nonclass	7.00	3.10
TOTAL	225.00	100.00

*Analyzed as part of Informational (Lecture) Time

SVCC ENGLISH 101-01

Time Analysis of Communication Modes
Four 50-Minute Observations

Modes	Minutes	% of Time
Management	13.00	6.50
Informational	36.00	18.00
Illustrative	7.00*	1.94*
Interrogative	0.00*	0.00*
Interactive	5.00*	1.38*
Recitational	0.00	0.00
Independent Study	43.00	21.50
Digressive	0.00	0.00
Evaluative	71.00	35.50
Nonclass	37.00	18.50
TOTAL	200.00	100.00

*Analyzed as part of Informational (Lecture) Time

SVCC GEN 100-17, 106-1

Time Analysis of Communication Modes
Two 50-Minute Observations
Two 75-Minute Observations

Modes	Minutes	% of Time
Management	22.00	8.80
Informational	145.00	58.00
Illustrative	24.00*	16.55*
Interrogative	47.00*	32.40*
Interactive	11.00*	7.60*
Recitational	0.00	0.00
Independent Study	0.00	0.00
Digressive	2.00	.80
Evaluative	0.00	0.00
Nonclass	81.00	32.40
TOTAL	250.00	100.00

*Analyzed as part of Informational (Lecture) Time

SVCC GOVERNMENT 180-2

Time Analysis of Communication Modes
Four 75-Minute Observations

Modes	Minutes	% of Time
Management	33.00	11.00
Informational	191.00	63.70
Illustrative	0.00*	0.00*
Interrogative	0.00*	0.00*
Interactive	0.00*	0.00*
Recitational	0.00	0.00
Independent Study	0.00	0.00
Digressive	0.00	0.00
Evaluative	0.00	0.00
Nonclass	76.00	25.30
TOTAL	300.00	100.00

*Analyzed as part of Informational (Lecture) Time

SVCC MATH 05, 06

Time Analysis of Communication Modes
Four 75-Minute Observations
Four 60-Minute Observations

Modes	Minutes	% of Time
Management	19.00	3.50
Informational	29.00	5.40
Illustrative	5.00*	.90*
Interrogative	0.00*	0.00*
Interactive	0.00*	0.00*
Recitational	0.00	0.00
Independent Study	435.00	80.60
Digressive	0.00	0.00
Evaluative	0.00	0.00
Nonclass	57.00	10.50
TOTAL	540.00	99.90

*Analyzed as part of Informational (Lecture) Time

Appendix G:

Withdrawal Student Questionnaire and Summary of Findings

WITHDRAWAL STUDENT QUESTIONNAIRE

Please take a few minutes to complete this survey and return it in the stamped, self-addressed envelope provided. Your answers will be very helpful to us in our study of adult learning.

Age _____ Sex _____ Marital Status _____ Number Children _____

Highest Grade Completed _____ Year You Were Last in School _____

What was your reason for starting SVCC?

_____

_____

_____

How long did you attend before withdrawing? _____

What was your reason for withdrawing from SVCC?

_____

_____

_____

Many adults who return to school encounter different problems. The following is a list of some of the most common. Please read over this list and add any additional problems you feel are important. Then number each problem including any that you added, starting with the most important (1) to the least important (highest number).

_____ Enough Money for School

_____ Getting To and From School

_____ Family Responsibility

_____ Work Responsibility

_____

_____

_____ Instructors Don't Care

_____ Having Time to Study

_____ Learning to Study Again

_____ Being in School With Younger Students

_____

_____

Thank you for your help. Please place this completed form in the stamped, self-addressed envelope provided and mail it back to us. Thank you for your help.

Also, would you be willing to participate in a telephone interview about your experience?

____ Yes ____ No If Yes, Name and Phone Number _____

SUMMARY OF FINDINGS FROM WITHDRAWAL QUESTIONNAIRE

SVCC Students

AGE	MARITAL STATUS	SEX	NUMBER OF CHILDREN	HIGHEST GRADE COMPLETED	REASON FOR STARTING SCHOOL	REASON FOR WITHDRAWING FROM SCHOOL
77	Married	M	3	8	Wanted to learn photography as a hobby.	Course was completed.
22	Married	F	0	GED	To develop a skill.	Got married and pregnant. Had to ride bus to school (7:45 a.m. till 4:00 p.m.). Did not qualify for financial aid after marriage.
22	Single	M	0	12	To learn rules and regulations of wildlife (Wildlife course).	Course cancelled due to insufficient enrollment.
26	Single	F	0	13	Had certificate in Child Care from SVCC, wanted degree in Education.	Difficulty in studying with responsibilities at home. Was failing Biology and Math. Felt no one cared.
35	Married	F	2	14	To take a night class she was interested in (Psychology).	Course cancelled due to insufficient enrollment.
41	Married	F	2	13	Taught cosmotology, needed six hours for teacher's certificate renewal.	(Not given)
29	Married	F	1	12	To get a more secure and better-paying job.	Responsibilities at home. Husband did not want her to work in the welding trade.
27	Divorced	M	0	12	To further his education and make use of VA benefits.	Transferred to another community college.
22	Single	M	0	12	To help him find job in another field of interest.	Course was cancelled due to insufficient enrollment.
67	Married	F	1	4 years college + work on MA	Interested in learning basics of photography.	Course was completed.

SVCC Students (continued)

AGE	MARITAL STATUS	SEX	NUMBER OF CHILDREN	HIGHEST GRADE COMPLETED	REASON FOR STARTING SCHOOL	REASON FOR WITHDRAWING FROM SCHOOL
28	Married	F	0	12	To learn photography.	Completed course.
23	Married	F	0	12	To learn bookkeeping to further job capabilities.	Course cancelled due to insufficient enrollment.
17	Married	M	0	9-10	To get training for finding a job.	Not knowing how to deal with school.
22	Married	F	0	Not Given	Worked in hospital, wanted to take pharmacy technology class.	Course cancelled due to insufficient enrollment.
20	Married	M	0	12	Wanted to make a comfortable living and felt he could stand better chance for advancement with a mining technology degree.	Got married and had to find a job (had been unemployed).
33	Married	M	4	BS Degree	To gain knowledge about Data Processing.	Would have to miss two or three classes in a row due to "deer season and wife having a baby."
27	Married	M	0	58 Semester Hours	To continue working on degree requirements.	Relocated with company.
20	Single	M	0	12	To learn accounting to operate own business.	Wanted to spend his time "preparing for the coming of the Lord."
29	Single	F	0	12	To take typing class for use on job.	Course cancelled due to insufficient enrollment.

ACC Students

AGE	MARITAL STATUS	SEX	NUMBER OF CHILDREN	HIGHEST GRADE COMPLETED	REASON FOR STARTING SCHOOL	REASON FOR WITHDRAWING FROM SCHOOL
28	Married	M	3	12	"Learned to read."	Did not have the money.
27	Married	F	2	16	Wanted to go into nursing.	Did not have the money.
41	Not Given	F	0	12	Had been unemployed as a bookkeeper for one and a half years, couldn't find a job.	Found a "very good job, better than one I could get with a two-year degree."

Appendix H:

Telephone Interview Questionnaire

TELEPHONE INTERVIEW QUESTIONNAIRE

1. How long did you attend ACC/SVCC this semester/quarter?
2. Did you attend ACC/SVCC prior to this semester/quarter?
3. Were you attending full-time, part-time, evenings?
4. What program were you interested in?
5. What was your reason for attending? Was it a personal goal or an occupational goal?
6. When do you want to finish?
7. Did you have an advisor? Did you talk to him and was it helpful?
8. What changed after you started?
9. How far did you go in school?
10. How long did you think about withdrawing?
11. Did you talk to anyone before withdrawing--at home, friends, or school staff?
12. How did it feel being back in school again? Could you listen and concentrate?
13. Did you take lecture notes?
14. Did you take tests?
15. How about talking in class?
16. Did you have a place to study?
17. Did you have a study schedule?
18. Did you sometimes feel like you should not be at school but doing something else?
19. Did you feel like you should be working?
20. Are you married?
21. How about your instructors? Were they helpful?
22. How about the textbooks? Did you have to read them more than once?

23. What about the facility--the school, the lights, could you see the board okay?

24. What about the other students? The older ones and the younger ones?

25. Did you make any friends?

26. Did you have any special help with your school work like from a tutor?

27. How well did you feel you were doing in relation to the other students? Were you doing as well as them?

28. Were you doing as well as your instructors thought you could?

29. What things made it easy for you to go to school?

30. Was your family supportive? Did they want you to go?

31. Were there any things that made it difficult, hard for you to go to school, like finances?